

English Grammar Series.

BOOK III.

KEY

TO

IDIOM AND GRAMMAR

FOR MIDDLE SCHOOLS

CONSISTING OF

PART I.—SALIENT RULES AND DEFINITIONS

PART II.—QUESTIONS AND ANSWERS ON PARSING

PART III.—SOLUTION OF EXAMPLES IN THE TEXT

PART IV.—QUESTIONS FROM MIDDLE EXAMINATIONS, WITH
THEIR ANSWERS

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PART I.—SALIENT RULES AND DEFINITIONS.

The references are to paragraphs, which are marked § —.

CHAPTER I.—ANALYTICAL OUTLINE.

1. *Sentence*; a combination of words that makes a *complete* sense. § 1.

Or, a combination of words in which something is *said* about something else. § 1.

2. *Assertive sentence*; one which affirms or denies something. § 2.

3. *Imperative sentence*; one which commands or prohibits something.

4. *Interrogative sentence*; one which inquires about something.

5. *Optative sentence*; one which expresses a wish about something.

6. *Exclamatory sentence*; one which expresses some feeling of the mind in connection with the assertion made.

7. *Subject*; the word or words denoting the *person* or *thing* about which something is said. § 3.

Caution.—Avoid the error of saying that the Subject of a sentence is "*what we speak about*." We do not speak about the Subject, but about the *person* or *thing* denoted by the Subject.

8. *Predicate*; the word or words denoting *what is said* about some person or thing. § 3.

9. *Phrase*; a combination of words that makes sense, but not a *complete* sense. § 4.

10. *Clause*; a sentence which is part of a larger sentence. § 5.

11. *Parts of speech*; a classification of words according to the purpose that they are used for. § 14.

12. *Noun*; a word used for naming some person or thing. § 14.

13. *Pronoun*; a word used instead of a noun or noun-equivalent.

14. *Adjective*; a word used to qualify a noun. Or, a word used to restrict the application of a noun.

15. *Verb*; a word used for saying something about some person or thing.

16. *Preposition*; a word placed before a noun or noun-equivalent to show in what relation the person or thing denoted by the noun stands to something else.

17. *Conjunction*; a word used for joining words or phrases to one another, or one clause to another clause.

18. *Adverb*; a word used to qualify any part of speech except a noun or pronoun.

19. *Interjection*; a word or sound thrown into a sentence to express some feeling of the mind.

20. *Articles*; do not constitute a distinct part of speech; they are merely abbreviated forms of Demonstrative adjectives. § 15.

21. *Finite verb*; any part of a verb that can be used as the predicate of a sentence. § 16.

Note.—"Finite" means *limited*. A verb is Finite, when it is limited to the same Number and the same Person as its Subject.

22. *Parts of a verb not Finite*; Infinitive, Participle, Gerund. § 17.

23. *Double Parts of Speech*—(1) Participle, or verb and adjective combined; (2) Gerund, or verb and noun combined; (3) Relative pronoun (or adverb), conjunction and pronoun (or adverb) combined. § 18.

24. *Apposition of noun with noun*; reference to the same person or thing. § 19.

A sentence can be in apposition with a noun, when it (the sentence) is introduced by "*that*." § 20.

A noun can be in apposition with a sentence or with some implied noun, which (if it were expressed) would describe the action of the verb. § 21.

25. *Transitive verb*; one in which the action does not stop with itself, but passes to an object. § 23 and § 172.

26. *Object to a verb*; the word or words denoting the person or thing towards which the action of a verb is directed. § 23.

27. *Factive verb*; a kind of Transitive verb, which requires a complement as well as an object, to make the predication complete. § 25 and § 178.

Note.—A complement is the word or words used for completing what the verb has left unsaid.

28. *Intransitive verb*; one in which the action stops with itself, and is not directed to anything else. § 26 and § 173.

29. *Incomplete predication*; when a verb, Transitive or Intransitive, does not make a complete sense without the help of a Complement. § 25 and § 27.

30. *Absolute use of verbs*; when they are not grammatically connected with the rest of the sentence.

31. *Introductory adverb*; the adverb "*there*," which introduces an Intransitive verb, when the verb is placed before its Subject.

32. *Adverbial phrase*; one which does the work of an adverb. § 30.

Note.—Such phrases frequently begin with a preposition, but they never end with one; nor do they ever end with a conjunction.

33. *Prepositional phrase*; one which does the work of a preposition and ends with a preposition. § 30.

34. *Conjunctive phrase*; one which does the work of a conjunction and ends with a conjunction. § 30.

35. *Absolute participial phrase*; a participle used absolutely with a noun. § 30.

36. *Interjectional phrase*; one which does the work of an interjection. § 30.

37. *Accent*; stress laid upon a single syllable. § 31.

38. *Emphasis*; stress laid upon a whole word. § 31.

CHAPTER II.—NOUNS.

39. *Proper noun* ; a special or individual name. § 34.
 40. *Common noun* ; a class-name, or general name. § 35.
 41. *Collective noun* ; the name of a group considered as one undivided whole. § 37.
 42. *Noun of Multitude* ; the name of a group, not considered as an undivided whole, but as consisting of several individuals. § 39.
 43. *Material noun* ; the name of some kind of matter.
 44. *Abstract noun* ; the name of some quality, state, or action considered apart from anything possessing the quality, etc. § 42.
Note.—All nouns are either Abstract or Concrete. Under the head of Concrete we must place Proper, Common, Collective, and Material nouns.
 45. *Abstract noun used as Proper noun* ; when it is personified. § 45.
 46. *Proper, Material, or Abstract noun used as Common noun* ; when it is preceded by an article, or when it is pluralised. § 46.
 47. *Substitutes for a noun* ; a pronoun, an adjective used as a noun, an infinitive, a gerund, a phrase, a noun-clause. § 47.
 48. *Gender, what is it?* a difference in grammatical form depending on a natural difference in sex. § 48.
 49. *Gender, how formed* ; in three different ways—(1) by a change of word ; (2) by adding a word ; (3) by adding *ess* to the Masculine. § 50.
 50. *Case* ; the relation in which a noun stands to some other word, or the change of form by which the relation is indicated.
 51. *Origin of apostrophe s* ; the Old English inflection *es* : when the “*e*” was dropped, the omission was indicated by the apostrophe.
 52. *Use of apostrophe s* ; it is limited to nouns denoting persons, other animals, personified things,—time, space, and weight,—certain dignified objects ; and it has been retained in a few stock phrases, which are not included among the above. § 64.
 53. “*Of*” before a *Possessive noun* ; this is either a double Possessive, or the “*of*” denotes apposition, as in “the Continent *of* Asia.” § 67.
 54. *What nouns can be pluralised* ; Common and Collective nouns. Proper, Material, and Abstract nouns have no Plural, except when they are used as Common nouns. § 69.

CHAPTER III.—ADJECTIVES.

55. *What is an adjective?* a word used to qualify a noun—that is, to restrict its application to such persons or things as possess the property denoted by the adjective. § 87.
 56. *Kinds of adjectives* ; six, Proper, Descriptive, Quantitative, Numeral, Demonstrative, Distributive.
 57. *Proper adjectives* ; these restrict the application of a noun to such persons or things as are included within the scope of some Proper name. § 89.
 58. *Descriptive adjectives* ; describe quality or state. § 90.

59. *Quantitative adjectives*; show the quantity or degree. § 91.
 60. *Numeral adjectives*; show the number or serial order. § 95.
 61. *Demonstrative adjectives*; point out persons or things. § 102.
 62. *Distributive adjectives*; show that persons or things are taken separately or in separate lots. § 109.
 63. *Attributive use of adjectives*; when the adjective qualifies its noun *directly*, so as to form a kind of compound noun. § 113.
 64. *Predicative use*; when it qualifies its noun *indirectly*, through some intervening predicate-verb. § 113.
 65. *Substitutes for an adjective*; a participle, an adverb with some participle understood, a noun or gerund used as adjective, a noun or pronoun in the Possessive case, a gerundial Infinitive, a preposition with its object, an adjective-clause. § 114.
 66. *Positive Degree*; denotes the simple quality. § 130.
 67. *Comparative Degree*; denotes a higher degree of the quality, when one thing is compared with another.
 68. *Superlative Degree*; denotes the highest degree of the quality, when one thing is compared with all the rest.

CHAPTER IV.—PRONOUNS.

69. *Chief use of pronouns*; to save the repetition of nouns. § 140.
 70. *Kinds of pronouns*; Personal, Demonstrative, Relative, Interrogative. § 142.
 71. *First form of Possessive*; it qualifies the noun following, as if it were an adjective. § 145.
 72. *Second form of Possessive*; this is used, when it is separated from its noun by a verb coming between; or when its noun is understood; or when it is preceded by "of." § 145.
 73. *Single and Double Possessives*. The Double Possessives are *hers, ours, yours, theirs*. The Single Possessives are *her, our, your, their*. The *r* is one Possessive sign, and the *s* (with the apostrophe omitted) is the other.
 74. *Of hers, of ours, etc.* What is the meaning of "*of*?" It denotes apposition: that horse *of* yours; that horse, *namely* yours. (Or it might make a Treble Possessive; but this is hardly probable.)
 75. *Reflexive pronouns*; formed from Personal pronouns, by adding "*self*" for the Nominative and Objective, and "*own*" for the Possessive. § 146.
 76. *Uses of Reflexives*; (1) when the Reflexive is Object to a verb, it shows that the agent does something to himself; (2) when it is Subject to a verb, it gives emphasis to the noun denoting the agent. § 147.
 77. *Demonstratives—Pronoun or Adjective?* They are Adjectives, when they *qualify* (or restrict the application of) some noun expressed or understood. They are Pronouns, when they are used as *substitutes* for some noun previously mentioned, and *cannot have* any noun expressed or understood after them. § 149.
 78. *Relatives and Demonstratives*. A Demonstrative pronoun refers to some noun going before. A Relative pronoun not only refers to some noun going before, but joins two sentences together. It is therefore a Double Part of Speech—a pronoun and conjunction combined.

§ 18 and § 156. Hence a Relative pronoun has been called a Conjunctive pronoun.

79. Is "*but*" a *Relative pronoun*? No. It gives the meaning, and has the force, of a Relative combined with a Negative; but it is really a conjunction, and some Demonstrative pronoun is understood after it. § 162.

80. *Restrictive use of Relative*; when it does the work of an Adjective to its antecedent noun. § 163.

81. *Continuative use of Relative*; when it has no restrictive force, but merely continues what was said in a previous clause. § 163.

Note.—"Who" and "which" may also imply Cause or Purpose in certain contexts.

82. "*That*" and "*who*." "*That*" is the Restrictive Relative; "*who*" or "*which*" the Continuative one. "*Who*" and "*which*" can, however, be used for a Restrictive purpose also, but less commonly than "*that*." § 163.

83. "*Which*," "*what*," in *Interrogative Sentences*. "*Which*" is selective, "*what*" is general. § 167.

CHAPTER V.—VERBS.

84. *Auxiliary verb*; one which helps to form the tenses, or otherwise modify the sense, of some other verb. § 174.

85. *Principal verb*; one which is helped by an Auxiliary verb.

86. *Object to Transitive verbs*; the word or words denoting the person or thing towards which the action denoted by a Transitive verb is directed.

87. *Forms of Object*; noun, pronoun, infinitive, gerund, phrase, noun-clause. § 175.

88. *Double object*; the *thing* affected is called the Direct; the *person* or *other animal* affected is called the Indirect. The Indirect always stands first. If the Indirect is put second, it must have the preposition "to" or "for" before it. § 177.

89. *Relative as Object*; frequently omitted, provided the Relative is used in a Restrictive sense. § 179.

90. *Transitive verbs used Intransitively*; this may happen in two ways; (1) when the verb is used in such a general sense, that no object is thought of in connection with it; (2) when some Reflexive pronoun (which would be the Object to the verb) is omitted. § 180.

91. *Forms of Complement*; the same for Intransitive as for Factitive verbs:—Noun, adjective, participle, preposition with object, infinitive, adverb, clause. § 182.

Note.—When an Intransitive verb requires a Complement, it is said to be an Intransitive verb of Incomplete Predication.

92. *Cognate object*; a noun or noun-equivalent whose meaning is kindred to that of the Intransitive verb, after which it is placed. § 183.

93. *Reflexive object*; a Personal or Reflexive pronoun placed as Object after an Intransitive verb. § 184.

94. *Prepositional verb*; an Intransitive verb compounded with a preposition, so as to become Transitive and capable of being used in the Passive voice. § 187.

95. *Causal verb*; an Intransitive verb used in a Causal sense. § 185.

96. *Active and Passive voices*. Active, when the person or thing denoted by the Subject is said to *do* something to something else.—Passive, when the person or thing is said to *suffer* something from something else. § 190.

97. *Five kinds of Objects to verbs*; (1) Direct object to Transitive verb; (2) Indirect object to Transitive verb; (3) Retained object to Passive verb; (4) Cognate object to Intransitive verb; (5) Reflexive object to Intransitive verb. § 193.

98. *Names of Tenses*; Indefinite, Continuous, Perfect, Perfect Continuous, in Present, Past, or Future time.

99. *Do, did*. These Auxiliaries are used—(1) for asking questions; (2) for forming negative sentences; (3) for the sake of emphasis. §§ 204, 205.

100. *Has come, is come*. These are not different forms of the Perfect tense. The first alone is in the Perfect tense. The first denotes the time of the completed action; the second the state of the agent. In the first “come” is part of a tense; in the second “come” is not part of a tense, but a participial complement. § 206.

101. *Shall, will*. When nothing but Future time is meant, “shall” is used with the first person Future, and “will” with the second and third.

When an *intention* is combined with the sense of Future time, “will” is used with the first person.

When a *command, promise, or threat* is combined with Future time, then “shall” is used with the second and third persons. § 207.

102. *Uses of Present Indefinite*; to denote (1) what is true at all times alike; (2) what is permanent or habitual in men's lives and characters; (3) some present event, provided that Present time is implied by the context; (4) some future event, provided that Future time is implied by the context; (5) some past event, when the writer or speaker wishes to make it appear as if it were present. §§ 208-212.

103. *Use of Past Indefinite*; to denote Past time and to exclude absolutely all reference to Present time. § 213.

104. *Use of Present Perfect*; to connect a completed event with present time. § 214.

105. *Use of Past Perfect*; to show the priority of one *past* event to another. § 217.

106. *Future Perfect*; to denote the completion of some event (1) in Future time, (2) in Past time. § 218.

107. *Uses of Imperative mood*; to express (1) command, (2) precept, (3) entreaty, (4) supposition, (5) to introduce a parenthesis. §§ 220-224.

108. *Uses of Subjunctive mood*; to express (1) a purpose, (2) a wish or order, (3) a condition and its consequence, (4) a doubt or supposition.

109. *The two forms of Infinitive mood*; (1) the older form without “to,” which is still retained after the verbs *please, hear, see, need, feel, dare, make, let, bid, watch, behold, know*; after all the Auxiliary verbs; after the verb *had* in certain phrases; after the conjunction *than*; and after the preposition *but*; (2) the newer form, which takes “to” before it. § 233.

110. *The two kinds of Infinitive*; (1) The Noun-Infinitive, which can be the subject to a verb, the object to a verb, the complement to a verb, the object to a preposition, a form of exclamation. § 235. (2) The Gerundial or Qualifying Infinitive, which may qualify a verb (as adverb), a noun (as adjective), an adjective (as adverb), or be used absolutely to introduce a parenthesis. § 236.

111. *Past Participle*; if the verb is Transitive, the Past Participle is used only in the Passive voice; if the verb is Intransitive, the Past Participle is occasionally used, but it must precede its noun, and not follow it. § 242.

112. *Meanings implied in participles*; time, cause or reason, condition, concession or contrast. Such meanings can be more fully expressed by changing the participial phrase into a clause. § 244.

113. *Gerundive use of Participles*; a participle denoting that something is to be done, and containing an implied noun. § 251.

114. *Difference between Gerund and Verbal noun*; a gerund is a verb and noun combined; a verbal noun is a noun only. The last is preceded by "the" and followed by "of." § 252.

115. *Gerund as noun and verb*; as a noun it belongs to the class of abstract nouns, and can take a preposition before it; as a verb it can be followed by an Object in the same way as if it were a Finite verb. § 249.

CHAPTER VI.—ADVERBS.

116. *Adverbs*; three different kinds—Simple, Interrogative, Relative. § 257.

117. *Demonstrative adverbs*; a special class of Simple adverbs, consisting of *thus* and *the* (allied to *this* or *that*), and *so* (formed from *such*). § 258.

118. "*The*" as adverb; may be either a Demonstrative or a Relative adverb; is used only with some adjective or adverb in the comparative degree; formed from an old inflection of the Demonstrative "*the*." § 261.

119. *Two uses of adverbs*; attributive and predicative. An adverb, when it is used predicatively, is the complement to some verb going before. § 270.

CHAPTER VII.—PREPOSITIONS.

120. *Preposition and Object*; the noun or noun-equivalent, which is brought into relation with some other word by means of a preposition, is called the Object to the preposition. § 271.

121. *Forms of Object*; (1) A noun or pronoun, (2) an adverb of place or time, (3) a phrase, (4) a noun-clause. § 272.

122. *Omission of Object*; (1) the Relative pronouns "*whom*," "*which*," or "*that*"; (2) a Demonstrative pronoun, provided the preposition is preceded by the Gerundial infinitive of an Intransitive verb. § 273.

123. *Disguised prepositions*. "*On*" is disguised as "*a*"; "*by*" as "*be*"; and "*of*" as "*o*," in "*four o'clock*," etc. § 274.

CHAPTER VIII.—CONJUNCTIONS.

124. *Two classes of Conjunctions*; co-ordinative and subordinative. The former join sentences of equal rank; the latter join subordinate sentences to principal sentences. § 286.

125. *Co-ordinative Conjunctions*; these are subdivided into Cumulative, Alternative, Adversative, and Illative.

126. *Subordinative Conjunctions*; the chief meanings denoted by such conjunctions are Apposition, Cause or Reason, Effect, Purpose, Condition, Concession or Contrast, Comparison, Extent or Manner, Time. § 291.

CHAPTER X.—ANALYSIS OF SENTENCES.

127. *Simple sentence*; one which contains only *one* Finite verb.

128. *Essential parts of a Simple sentence*; subject and predicate. § 299.

129. *Non-essential parts*; attributive adjuncts and adverbial adjuncts. § 299.

130. *Attributive adjuncts*; words which qualify the subject. § 300.

131. *Adverbial adjuncts*; words which qualify the predicate-verb. § 300.

132. *Forms of Subject in a Simple sentence*; these are 5 in number—(1) a noun or noun understood, (2) a pronoun, (3) a noun-infinitive, (4) a gerund, (5) a phrase.

Note.—If a *noun-clause* is the subject to a sentence, the sentence is Complex, and not Simple.

133. *Forms of attributive adjuncts*; these are 8 in number—(1) adjective, (2) participle or verbal adjective, (3) gerundial infinitive, (4) noun or pronoun in the Possessive case, (5) noun or gerund used as adjective, (6) noun in apposition, (7) a preposition with its object, (8) an adverb with some participle understood. § 303.

134. *Predicate.* A predicate must make a *complete* sense with the subject. If the finite verb cannot do this alone, the object, or complement, or both, must be considered as parts of it. § 304.

135. *Forms of Adverbial adjuncts*; these are 8 in number—(1) adverb, (2) adverbial phrase, (3) adjective, (4) participle, (5) gerundial infinitive, (6) noun as adverbial objective, (7) preposition with object, (8) noun with absolute participle. § 305.

136. *Compound sentence*; made up of two or more independent or Co-ordinate clauses. § 307.

137. *Co-ordinate clauses, how connected*; by Co-ordinative conjunctions, or by Relative pronouns (or adverbs) used in a Continuative sense. §§ 307, 308.

138. *Complex sentences*; made up of a Principal clause with one or more Subordinate clauses depending on it. § 312.

139. *Subordinate clause*; a component part of some other clause, in which it does the work (without possessing the form) of a noun, adjective, or adverb. § 313.

140. *Co-ordinate clause* ; forms a complete grammatical whole, and is not a component part of any other clause. § 313.

141. *Noun-clause* ; one which does the work of a noun in relation to some other clause. In this relation it can be (a) the subject to a verb, (b) the object to a verb, (c) the object to a preposition, (d) the complement to a verb, (e) in apposition to a noun. § 314 and § 316.

142. *Noun-clauses, how introduced*. A noun-clause can be introduced as a noun into some other clause, either by the appositional conjunction "that," or by a Relative pronoun (or adverb) provided that its antecedent is not expressed. § 315.

143. *Adjective-clause* ; does the work of an adjective to some noun or pronoun in some other clause. § 319.

144. *Adjective-clause, how introduced*. An adjective-clause can be introduced as an adjective into some other clause by a Relative pronoun (or adverb), provided—(1) that the antecedent to the Relative is expressed ; (2) that the Relative is used in a Restrictive, and not in a Continuative, sense. § 319.

145. *Adverb-clause* ; does the work of an adverb to some verb, adjective, or adverb in some other clause. § 321.

146. *Adverb-clause, how introduced* ; by any of the Subordinative conjunctions excepting the appositional "that," or by means of a Relative used in the sense of Cause or Purpose. § 321 and § 324.

PART II.—QUESTIONS AND ANSWERS ON SYNTAX AND THE PARSING CHARTS

(pp. 160-168).

1.—Q. Point out the kinds and genders of the nouns noted below (Parsing Chart I.) :—

- (1) *Alexander* was the conqueror of *Persia*.
- (2) A *man* ignorant of the arts of *reading*, *writing*, and *ciphering*, is in *point of knowledge* more like a *child* than a *man*.
- (3) *Kalidas* was the *Homer* of *India*.
- (4) The *eleven* of our school defeated an *eleven* selected from among the best *cricketers* of the *town*.
- (5) He has done me so many *kindnesses*, that I shall always remember his *name* with *gratitude*.
- (6) *Cows* are as fond of *grass*, as men are of *milk*, or *bears* of *honey* ; but there are some *grasses* which are not suitable for *fodder*.

A. In (1) *Alexander* is a Proper noun, Masculine gender.
Conqueror is a Common noun, Common gender ; but here it is Masculine.

Persia is a Proper noun, Neuter gender.

In (2) *man* is a Common noun, Masculine gender.

Arts is an Abstract noun used as a Common noun (since it is in the Plural number), Neuter gender.

Reading is an Abstract noun belonging to the class of Verbal nouns, Neuter gender.

Writing. Ditto.

Ciphering. Ditto.

Point is a Common noun, Neuter gender.

Knowledge is an Abstract noun, Neuter gender.

Child is a Common noun, Common gender.

In (3) *Kalidas* is a Proper noun, Masculine gender.

Homer is a Proper noun used as a Common noun (since it is preceded by an article), Masculine gender.

India is a Proper noun, Neuter gender.

In (4) *eleven* is a Collective Numeral noun, Neuter gender.

School is a Collective noun, Neuter gender.

Cricketers is a Common noun, Masculine gender.

Town is a Common noun, Neuter gender.

In (5) *kindnesses* is an Abstract noun used as a Common noun (since it is in the Plural number), Neuter gender.

Name is a Common noun, Neuter gender.

Gratitude is an Abstract noun, Neuter gender.

In (6) *cows* is a Common noun, Feminine gender.

Grass is a Material noun, Neuter gender.

Men is a Common noun, Common gender (since it here stands for human beings in general, and not for the male sex).

Milk is a Material noun, Neuter gender.

Bears is a Common noun, Common gender.

Honey is a Material noun, Neuter gender.

Grasses is a Material noun used as Common noun (since it is in the Plural number), Neuter gender.

Fodder is a Material noun, Neuter gender.

2.—Q. Point out the kinds and genders of the pronouns noted below (Parsing Chart II.) :—

(1) *They* will injure *themselves* through *their own* folly.

(2) The air of hills is cooler than *that* of plains.

(3) He called on *me* and said that *one* must take care of one's health.

(4) The horse *that you* have brought is not such a *one as I* would have chosen.

(5) *They* say that kings and queens are constituted *such by* law.

(6) *Which* of these boys will win the prize?

A. In (1) *they* is a Simple Personal pronoun, Common gender.

Themselves is a Reflexive Personal pronoun, Common gender.

Their own is a Reflexive Personal pronoun, Common gender.

In (2) *that* is a Definite Demonstrative pronoun, Neuter gender.

In (3) *me* is a Simple Personal pronoun, Common gender.

One is an Indefinite Demonstrative pronoun, Common gender.

In (4) *that* is a Relative pronoun, Masculine gender.

You is a Simple Personal pronoun, Common gender.

One is a Definite Demonstrative pronoun, Masculine gender.

As is a Relative pronoun, Masculine gender.

I is a Simple Personal pronoun, Common gender.

In (5) *they* is an Indefinite Demonstrative pronoun, Common gender.

Such is a Definite Demonstrative pronoun, Common gender.

In (6) *which* is an Interrogative pronoun, Common gender; used in a selective sense.

3.—Q. Explain the Nominative cases of the nouns or pronouns noted below (Parsing Chart III.) :—

(1) *Dogs* are faithful *animals*, the *friends* and *companions* of mankind.

(2) O *Cæsar*, how art *thou* fallen !

(3) The *town* being captured, the *defenders* were taken *prisoners*.

A. In (1) *dogs* is Nominative, because it is the Subject to the verb "are."

Animals is Nominative, because it is the Subjective Complement to the verb "are."

Friends and *companions* are Nominative, because they are in Apposition with *animals*.

In (2) *Cæsar* is Nominative, because it denotes a person addressed.

Thou is Nominative, because it is the Subject to the verb "art fallen."

In (3) *town* is Nominative, because it is used absolutely with a Participle.

Defenders is Nominative, because it is the Subject to the verb "were taken."

Prisoners is Nominative, because it is the Subjective Complement to the verb "were taken."

4.—Q. Explain the Objective cases of the nouns or pronouns noted below (Parsing Chart III.) :—

(1) He gave *me* a handsome *book*.

(2) A book was given *me* by the master.

(3) The French fought a fiercely-contested *battle* with the *Germans*, their inveterate *foes*.

(4) We considered him to be a good *scholar*.

(5) He stayed three *weeks* in yonder house two *miles* distant.

(6) This map is a *trifle* better than that, and so it cost two *rupees* more.

(7) Bind him *hand* and *foot* and treat him like a *prisoner* : worthless *fellow* !

(8) He overslept *himself*.

A. In (1) *me* is the Indirect, and *book* is the Direct object to the verb "gave."

In (2) *me* is the Retained object to the Passive verb "was given."

In (3) *battle* is the Cognate object to the Intransitive verb "fought." *Germans* is in the Objective case after the preposition "with."

Foes is the Objective case in Apposition with "Germans."

In (4) *scholar* is in the Objective case, because it is part of the Objective Complement to the verb "considered."

In (5) *weeks* is in the adverbial Objective of Time, and *miles* of Space.

In (3) *trifle* is in the adverbial Objective of degree, and *rupees* of Price.

In (7) *hand* and *foot* are in the Objective of Manner or Circum-

stance; *prisoner* is in the Objective after "like"; and *fellow* is in the Objective of exclamation.

In (3) *himself* is Reflexive Object to the Intransitive verb "overslept."

5.—Q. Point out the kinds of adjectives noted below (Parsing Chart IV.):—

- (1) There is *no* climate so *hot* as that of an *Indian* summer.
- (2) *Some* men called here *one* day and asked for *some* money; but I did not give them *any*, as there was not *one* rupee in the house.
- (3) *Much* idleness is the source of *many* evils; but industry is a *double* blessing.
- (4) He called at my house on *such* a day, and said he was a traveller: I do not like *such* a man.
- (5) *Every* man for himself, and God for *all*.

A. In (1) *no* is a Quantitative adjective (or adjective of quantity), *hot* is a Descriptive adjective (or one of quality), and *Indian* is a Proper adjective.

In (2) *some* (in "some men") is an Indefinite Demonstrative; *one* is an Indefinite Demonstrative; *some* (in "some money") is an adjective of quantity; *any* is an adjective of quantity (used in a Negative sentence); *one* is a Definite Numeral.

In (3) *much* is an adjective of quantity; *many* is an Indefinite Numeral; *double* is a Multiplicative Numeral.

In (4) *such* (in "such a day") is an Indefinite Demonstrative; and *such* (in "such a man") is a Definite Demonstrative.

In (5) *every* is a Distributive adjective; *all* is an Indefinite Numeral.

6.—Q. Point out the uses of the adjectives noted below (Parsing Chart IV.):—

- (1) A *mad* man is a trouble to himself as well as to others.
- (2) This man has gone *mad*; it was grief that drove him *mad*.

A. In (1) *mad* is used attributively, because it directly qualifies its noun "man."

In (2) *mad* is used predicatively, because in the first clause it is the Subjective complement to "gone," and in the second the Objective complement to the verb "drove."

7.—Q. Point out the kinds of adverbs noted below (Parsing Chart V.):—

- (1) This is the place *where* we live.
- (2) *Where* have you come from? *How* are you to-day?
- (3) He *often* wept *bitterly*, and seemed *almost* heart-broken, *when* he came *here*.

A. In (1) *where* is a Relative adverb.

In (2) *where* and *how* are Interrogative adverbs.

In (3) *often*, *bitterly*, *almost*, and *here* are Simple adverbs; and *when* is a Relative adverb.

Often denotes Time; *bitterly* denotes Manner or Quality; *almost* denotes Quantity; *here* denotes Place.

8.—Q. Point out the uses of the adverbs noted below (Parsing Chart V.):—

- (1) The results are *out*, and our school has done *well*.

(2) An *almost* black snake crept *very silently* through the grass *close* against my foot, *shortly* after I left the house : *luckily* I saw the snake in time.

A. In (1) *out* is used predicatively, because it is the complement to the verb "are," and *well* is used attributively, because it qualifies the verb "has done."

In (2) *almost* is used attributively, because it qualifies the adjective "black"; *very* is used attributively, because it qualifies the adverb "silently"; *silently* is used attributively, because it qualifies the verb "crept"; *close* is used attributively, because it qualifies the preposition "against"; *shortly* is used attributively, because it qualifies the conjunction "after"; *luckily* is used attributively, because it qualifies the entire sentence "I saw the snake in time."

9.—Q. When is an adverb or adjective said to be used *predicatively*?

A. Only when it is the Complement to some verb; in all other instances it is used attributively.

10.—Q. Point out the kinds of verbs in the following examples (Parsing Chart VI.) :—

(1) The horse *kicked* me with its hind leg.

(2) The horse *fell* asleep.

(3) I *can* not do what you ask.

A. (1) the verb *kicked* is Transitive, having "me" for its object.

In (2) the verb *fell* is Intransitive, because it has no object.

In (3) the verb *can* is Auxiliary, because it gives a special shade of meaning to the verb "do."

The verb *can* is also Defective, because it is deficient in almost all the parts in which other verbs are used.

11.—Q. Can the same verb be Transitive as well as Intransitive?

A. Yes; but not at the same time. A Transitive verb can be used Intransitively, and an Intransitive verb can be used Transitivity.

12.—Q. Show how a Transitive verb can be used Intransitively.

A. A Transitive verb can be used Intransitively in two ways :—

(1) When it is used in such a general sense that no object is thought of in connection with it; as—

A new-born child *sees*, but a kitten is born blind.

(2) When the Reflexive pronoun, which would be the object to the Transitive verb, is habitually omitted; as—

He *drew* (himself) near to me. § 180.

13.—Q. Show how an Intransitive verb can be used Transitivity.

A. When it is used in a Causal sense, or when it is compounded with a preposition; as—

He *ran* a thorn into his hand.

They all *laughed* at him.

14.—Q. Point out the number and person of the verbs in the following examples (Parsing Chart VI.) :—

(1) James and I *will be* there soon.

(2) You and he *are* both clever.

(3) The great poet and scholar *is* dead.

(4) Truth and honesty *is* the best policy.

(5) Either you or I *am* accused of this fault.

A. In (1) *will* is in the first person Plural: it is Plural, because

it has two Singular Subjects connected by "and"; and it is in the First person, because one of the Subjects is "I."

In (2) *are* is plural, because it has two Singular Subjects connected by "and"; and in the Second person, because one of the Subjects is "you."

In (3) *is* is in the Third person, because the Subject is in the Third person; and Singular, because the Subject, although it is denoted by two nouns joined by "and," relates to a *single* person.

In (4) the verb *is* is in the Third person, because its Subject is in the Third person; and in the Singular number, because the two nouns which make the Subject are intended to express a *single notion or fact*.

In (5) the verb *am* is in the First person, because when two subjects connected by "or" precede the same verb, the verb agrees in person with the subject nearest to it; the verb "am" is in the Singular number, because when two Singular Subjects are connected by "or" the verb is singular.

15.—Q. Point out the tenses of the verbs in the following examples (Parsing Chart VI.):—

- (1) He *will have come* before you *go*.
- (2) He *had been working* all day before you *came*.
- (3) The kettle *was boiling* before you *entered* the room.
- (4) I *shall find* out what you *are doing*.
- (5) I *shall be sleeping* here till the sun *rises*.

A. In (1) *will have come* is Future Perfect; and *go* is Present Indefinite.

In (2) *had been working* is Past Perfect Continuous; and *came* is Past Indefinite.

In (3) *was boiling* is Past Continuous; and *entered* is Past Indefinite.

In (4) *shall find* is Future Indefinite; and *are doing* is Present Continuous.

In (5) *shall be sleeping* is Future Continuous; and *rises* is Present Indefinite.

16.—Q. Point out the uses of the Simple or Noun-Infinitive noted below (Parsing Chart VII.):—

- (1) *To err* is human; *to forgive* divine.
- (2) He hopes *to succeed*.
- (3) They ordered him *to leave* the room.
- (4) *To think* that he could have been so foolish!
- (5) He was ordered *to leave* the room.
- (6) He was about *to be drowned*, when he was pulled out.

A. In (1) *to err* is Subject to the verb "is." *To forgive* is Subject to the verb "is" understood.

In (2) *to succeed* is Object to the Transitive verb "hopes."

In (3) *to leave* is Objective complement to the Factitive verb "ordered."

In (4) *to think* is used in an exclamatory sense.

In (5) *to leave* is Subjective complement to the verb "was ordered."

In (6) *to be drowned* is Object to the preposition "about."

17.—Q. Point out the uses of the Gerundial Infinitive noted below (Parsing Chart VII.):—

- (1) He came *to see* the sport.
- (2) Let us get a book *to read*. This house is *to let*.
- (3) He is quick *to hear* and slow *to speak*.
- (4) We are, *—to speak* the truth, *—thoroughly* in the wrong.

A. In (1) *to see* qualifies the verb "came," as an adverb would do.

In (2) *to read* qualifies the noun "book," as an adjective would do; and here the Infinitive is used *attributively*. *To let* qualifies the noun "house" indirectly; it is therefore used *predicatively*, and is the complement to the verb "is."

In (3) *to hear* qualifies the adjective "quick," and *to speak* qualifies the adjective "slow," as an adverb would do.

In (4) *to speak* is used absolutely for the sake of introducing a parenthetical clause; and because it is absolute, it qualifies nothing.

18.—Q. Show the uses of the participles noted below (Parsing Chart VIII.):—

- (1) There is no scent in a *withered* flower.
- (2) The flower is *withered*.
- (3) We found the flower *withered*.
- (4) The flower *having withered*, there is no scent.
- (5) *Supposing* he comes, shall we see him?
- (6) He prevented the letter *being sent*.

A. In (1) the participle is used attributively.

In (2) it is used predicatively, and is Subjective complement to the verb "is."

In (3) it is used predicatively, and is Objective complement to the verb "found."

In (4) it is used absolutely with its noun "flower."

In (5) the participle *supposing* is an impersonal absolute.

In (6) the participle *being sent* is used Gerundively. "The letter being sent" means "the sending of the letter."

19.—Q. Parse the Gerunds in the sentences given below (Parsing Chart IX.):—

- (1) He was fond of *hunting* deer.
- (2) He was blamed for *having lost* his book.
- (3) He was tired of *being scolded* for nothing.
- (4) They wept at his *having been defeated*.

A. In (1) *hunting* is present in form, active voice, transitive verb with "deer" for its object; objective case to the preposition "of."

In (2) *having lost* is perfect in form, active voice, transitive verb with "book" for its object; objective case to the preposition "for."

In (3) *being scolded* is present in form, passive voice; objective case to the preposition "of."

In (4) *having been defeated* is perfect in form, passive voice; objective case to the preposition "at."

20.—Q. In the examples given below, show which word can be more properly called a Gerund, and which a Verbal noun.

- (1) The *taming* of wild cats is not easy.
- (2) He is skillful at *taming* wild cats.

A. In (1) *taming* is a Verbal noun proper, because it is preceded

by an article, and is connected with the noun "cats" by the preposition "of."

In (2) *taming* is a Gerund, because it governs the object "cats," and has no article before it, and no preposition after it.

In (1) *taming* is a noun only; in (2) it is noun and verb combined.

PART III.—SOLUTION OF EXAMPLES IN THE TEXT.

Page 16.—*To point out the kind or use of Nouns.*

Alexander, proper noun; *king*, common noun; *Macedon*, proper noun; *conqueror*, common noun; *Persia*, proper noun; *man*, common noun; *arts*, abstract noun used as common; *reading*, abstract noun in the form of gerund; *point*, common noun; *knowledge*, abstract noun; *child*, common noun; *study*, abstract noun; *mankind*, collective noun; *cows*, common noun; *grass*, material noun; *milk*, material noun; *bears*, common noun; *honey*, material noun; *health*, abstract noun; *blessings*, abstract noun used as a common noun; *woman*, common noun; *existence*, abstract noun; *Czar*, proper noun used as a common noun; *Russia*, proper noun; *lord*, common noun; *half*, common noun; *Europe*, proper noun; *Asia*, proper noun; *master*, common noun; *army*, collective noun; *fleet*, collective noun; *peace*, abstract noun; *safety*, abstract noun; *subjects*, common noun; *palace*, common noun; *fear*, abstract noun; *Arjun*, proper noun; *Pandavas*, proper noun used as a common noun; *Kālidās*, proper noun; *the Homer*, proper noun used as a common noun; *India*, proper noun; *fame*, abstract noun; *world*, common noun; *Hindu*, proper noun; *caste*, collective noun; *bondage*, abstract noun; *rules*, common noun; *state*, abstract noun; *decline*, abstract noun; *shower*, collective noun; *rain*, material noun; *trouble*, abstract noun; *traveller*, common noun; *fall*, collective noun; *snow*, material noun; *eleven*, collective noun; *school*, collective noun; *cricketers*, common noun; *town*, common noun; *kinds*, common noun; *food*, material noun; *amount*, common noun; *salt*, material noun; *love*, abstract noun; *money*, common noun; *root*, common noun; *evil*, common noun; *use*, abstract noun; *good*, common noun; *kindnesses*, abstract noun used as a common noun; *name*, common noun; *gratitude*, abstract noun; *Cleon*, proper noun; *a justice*, abstract noun used as a common noun; *rank*, abstract noun; *office*, abstract noun; *a genius*, abstract noun used as a common noun; *science*, abstract noun; *law*, common noun; *speech*, abstract noun; *faculties*, abstract noun; *goodness*, abstract noun; *purity*, abstract noun; *a blessing*, abstract noun used as a common noun; *possessor*, common noun; *Daniel*, proper noun; *prophet*, common noun; *a Daniel*, proper noun used as a common noun; *foresight*, abstract noun; *waters*, material noun used as a common noun; *Babylon*, proper noun; *slate*, material noun; *rocks*, common noun; *hills*, common noun; *the slate*, common noun; *witch*,

craft, abstract noun ; *art*, abstract noun ; *witch*, common noun ; *wizard*, common noun ; *Science*, abstract noun personified and therefore used as a proper noun ; *birth*, abstract noun ; *Melancholy*, abstract noun personified and therefore used as a proper noun.

Page 54.—*To put Pronouns in the place of Nouns.*

(a) I told Rám that the snake seen by *him* would do *him* no harm, if *he* left *it* alone to go *its* own way.

(b) The girl went into the green field, and there *she* saw the sheep and lambs, as *they* played about in it.

(c) A man brought some wild beasts for a show. Among *them* there was an elephant. *He* threw cakes at the elephant, *which* caught *them* in *its* trunk.

(d) A dog was carrying an umbrella for *his* master. Some boys tried to take *it* from *him*. But *he* was too quick for *them*. *He* ran past *them* at full speed, and carried the umbrella safely out of *their* reach.

(e) When the camel is being loaded, *it* kneels down, so that the load may be put on *its* back. *It* loves men, if *they* treat *it* well.

(f) The bees are flying towards the flowers. *They* suck *them*, and fill *their* bags with honey.

(g) Wolves hunt in large packs, and when *they* are pressed by hunger, *they* become very fierce, and will attack men and eat *them* up greedily.

(h) A horse cannot defend *itself* against wolves ; but *it* can run from *them*, and *they* are not always able to catch *it*.

Page 57.—*To distinguish Demonstrative adjectives from Demonstrative pronouns.*

This horse is stronger than *that*. (Here *that* is an adjective qualifying "horse" understood.)

Health is of more value than money ; *this* cannot give such true happiness as *that*. (Here *this* is a substitute for the noun "money," and *that* for "health." Both therefore are pronouns.)

I prefer a white horse to a black *one*. (Here *one* is a substitute for "horse." It is therefore a pronoun.)

You will repent of this *one* day. (Here *one* is an Indefinite Demonstrative adjective qualifying the noun "day.")

You have kept your promise ; *this* was all that I asked for. (Here *this* is a pronoun, because it qualifies nothing, and is a substitute for the clause "you have kept your promise.")

The faithfulness of a dog is greater than *that* of a cat. (Here *that* is a pronoun, because it is a substitute for the noun "faithfulness.")

One Mr. B. helped his friend in need ; *that* was a true friend. (Here *one* is an Indefinite Demonstrative adjective qualifying the noun "Mr. B." ; *that* is a pronoun, because it stands for "he who helps his friend in need.")

Return to your work, and *that* immediately. (Here *that* is a pronoun, because it is a substitute for the clause "return to your work.")

Bring me *that* book, and leave *this* where it is. (Here *that* and *this* are both adjectives, qualifying the noun "book.")

The step you have taken is *one* of much risk. (Here *one* is a pronoun, because it is a substitute for the noun "step.")

Such a book as yours deserves to be well read. (Here *such* is a Definite Demonstrative adjective, qualifying the noun "book.")

Prosperous men are much exposed to flattery; for *such* alone can be made to pay for it. (Here *such* is a pronoun, because it is a substitute for the qualified noun "prosperous men.")

Prosperous men are not always more happy than unlucky *ones*. (Here *ones* is a pronoun, because it is a substitute for the noun "men.")

A pale light, like *that* of the rising moon, begins to fringe the horizon. (Here *that* is a pronoun, because it is a substitute for the qualified noun "pale light.")

Will you ride *this* horse or *that*? (Here *this* and *that* are both adjectives, because they qualify the noun "horse.")

A stranger could not be received twice as *such* in the same house. (Here *such* is a pronoun, because it is a substitute for the noun "stranger.")

The plan you have chosen does not seem to me to be a wise *one*. (Here *one* is a pronoun, because it is a substitute for the noun "plan.")

One man says *this*, another *that*; whom should I believe? (Here *one* is an adjective, qualifying the noun "man"; *this* and *that* are both adjectives, qualifying some noun understood.)

Page 105, § 275.—*To insert appropriate Prepositions.*

I was brought up *in* Italy *at* Rome. The moon rose *at* twelve o'clock *in* the night. We knew him *at* a glance as soon as he came *in* sight. He lives *at* Nuddea *in* the province of Bengal. The boat was tied *to* the shore *by* a sailor *with* a rope. The field was ploughed up *by* a peasant *with* a pair of oxen. The work must be done *by* twelve o'clock. You must be back *in* a week from the present time. No one has seen him *since* Thursday last. I have not seen him *since* his last birthday. He will not get home *before* sunset. I shall be ready to start *in* two or three hours. Take care to be back *by* mid-day. I do not expect to be back *before* the end of the week. He has been absent from home *since* Friday last, and I do not think he will return *before* the 30th of next month. Let me see you again *in* an hour's time. I shall have completed my task *by* to-morrow evening. The train will start *in* forty minutes from now. I have lived *in* Allahabad *since* 1st March. I do not expect that he will be here *within* a week, and I am certain that he will not be here *before* sunset to-day.

Page 105, § 276.—*To insert appropriate Prepositions.*

He will *of* necessity hear what you have to say. The house could not be finished *for* or *from* lack of funds. She died *of* sorrow at her great bereavement. He was plucked, *to* the surprise of every one. The owner of this house has lowered his rent *on account of* or *in consequence of* many other houses being vacant in the neighbourhood. He deserves to be blamed *for* his idleness. Some medicine given at this

time will be to his benefit, unless in the meantime he dies of this attack of fever. I cannot sleep *for* or *from* thinking of all that I must do. To my great disappointment the house is not yet ready for me to enter.

Page 106, § 277.—*To insert appropriate Prepositions.*

He was taken *for* a traveller. A viceroy is one who rules *in* the place *of* or *for* a king or queen. Sixteen seers of wheat are sold *for* a rupee. He led his army *against* the city, but the inhabitants fought bravely *for* their homes, and therefore *instead of* capturing the town he was repulsed. What he said and did was meant only *for* fun. He was picked up and carried off *for* dead. You have grappled bravely *with* your difficulties. He disputed that point *with* me. You must take my crop *in lieu of* a cash payment. Grain can be given *for* rent.

Page 107, § 278.—*To insert appropriate Prepositions.*

He always failed *except* when he tried. None *but* the brave deserves the fair. To all appearances he is seriously ill. This picture was painted *after* a good model. All *but* three were drowned in that shipwreck. He is still poor *notwithstanding* or *in spite of* all his labours. I distrust you *notwithstanding* or *with* all your professions and fair words. You will not convince me *in spite of* all your endeavours. Your dress is well suited to your figure, and would suit any one *except* a short man. Let the coat be made *after* this pattern at a cost of twenty rupees. He was a brute of a man *in spite of* all that you may say in his praise. There is no large island near India *except* the island of Ceylon. The city of Patna is in the province of Behar. Such customs are not adapted to the continent of Asia. Men should not attempt to live *after* foreign models.

Page 107, § 279.—*To insert appropriate Prepositions.*

I prefer a book of travels to one of pictures. This must be done at any rate, or at all risks, or at all hazards, or at all events. He is taller than you *by* two inches. That portrait is true to the life. He did it as a labour of love, but not as a matter of duty. She wore a wreath of roses. A man continues to improve in mind and body *up to* the age of thirty. Your agreement must be carried out to the very letter. I set all your threats at naught. He is a man of much experience, but you must not judge of him *by* his words. He fought out the question to the last, and set all their reproofs at defiance.

Page 108, § 280.—*To insert appropriate Prepositions.*

We must take advice *on* that matter. He inquired *as to* whether the train would arrive by twelve o'clock. You can see *from* his manner that he is speaking the truth. What he said, he said *from* his heart. He missed his aim, and they all laughed at him. You are rather severe *on* the student. The dog made a violent attack *on* the stranger. Dirty water comes *from* a dirty fountain. He shouted to him to come. Look at that beautiful star. He worked hard *from* a

desire to earn his own living. One man winked *at* the other. This was his first attempt *at* English composition. He was sent *on* an errand of mercy. When do you intend to start *for* home?

Page 109, § 281.—*To insert appropriate Prepositions.*

He was faithful *in* deed as well as *in* word. My son, *than* whom a better son was never born, has just left college. He incurred a loss of ten to one through that imprudent bargain. A man dull *of* understanding and slow *of* speech is not likely to prosper. My friend is not only learned *in* Sanskrit, but versed *in* modern studies. Swear not at all; neither *by* heaven, for it is God's throne; nor *by* earth, for it is God's footstool; nor *by* thy head, for thou canst not make one hair white or black. What are you *about*? He is clever *at* translation. We all play fairly well *at* cricket. He is always engaged *in* business. A man should always be employed *in* something, and should not be sparing *of* labour in anything that he undertakes. Although he was short *of* money and timid *of* disposition, yet by dint of perseverance he conquered.

Page 109, § 282.—*To insert appropriate Prepositions.*

He saved all the money he could spare *against* the evil day. Few men *of* all the host were slain. A blind man cannot tell black *from* white, or light *from* darkness. Get all the men together *against* the arrival of the chief. I should not have known him *from* his brother. He inherited a third *of* the estate. He is something *of* a scholar. He never knows a friend *from* an enemy. Many *of* the wounded did not recover. That city is forty miles *from* here. We are now within three miles *of* the house. The man seems to be *off* his head. He is *in* debt. Calcutta is not very far *from* the sea. He was acquitted *of* that charge. We are *off* duty to-day, but shall be on duty again to-morrow. The school is *out of* order. The flute is *out of* tune. He broke himself *of* that habit. Can you cure me *of* this disease?

Page 110, § 283.—*To insert appropriate Prepositions.*

The conduct of such an honourable man is *above* suspicion. Such work is *above* or *beyond* a person of my poor abilities. Man is *below* the angels. The British army *under* Havelock marched into Lucknow. The general placed *over* the army is a man of long experience. His words are so false that they are *beneath* notice. A man should not marry a wife *beneath* him. Since you have been placed *over* me, I must obey. He was transferred *under* the orders of his superior. He is quite *under* your thumb.

Page 113.—*To insert Co-ordinative Conjunctions.*

1. Hear the opinions of other men, *but* form thine own judgment.
2. He was not surpassed *either* by you *or* any one else.
3. We have *neither* heard *nor* read about that matter; *and* so we are *in total ignorance*, and unable to form an opinion about it.
4. We see poverty on all sides, *but* discontent nowhere.

5. He blamed them for their rashness, *but* relieved their wants.
6. The flowers have come out before their season; *well*, I have never seen such a thing before.
7. They were defeated indeed, *but* not disgraced.
8. He came upon me very suddenly; *so* I had no time to run off and hide.
9. You are not a *man* to quarrel; *so* we had better come to terms.
10. Glams hath murdered sleep; *and therefore* he shall sleep no more.
11. The approach of the horsemen was now *beyond doubt*; *for* a cloud of dust was seen in the distance, *and* a tramping of horses' feet was distinctly heard.
12. In the discharge of his duty he was a strict, *but* just man.
13. The sound of a gun near at hand startled *both* my horse *and* myself.
14. Stone walls do not a prison make, *nor* iron bars a cage.
15. The rain comes *and* goes in slight showers; *for* the heavy rains have not yet set in.
16. My own house *as well as* yours is built of good lime *and* burnt brick; *and therefore* it will not crumble to pieces sooner than yours.
17. He has given each of you *a sum of money*; *moreover* he has left you all his books *and* all his gardens.
18. Julius Caesar was murdered in Rome by a gang of conspirators; *now* Julius Caesar was the first of the Roman Emperors.
19. He fell suddenly down in a fainting fit: several persons rushed forward to support him, *but* they were too late.
20. He has run away with all the money entrusted to him; *now* what steps shall we take? Shall we search for him ourselves, *or* shall we employ the police?
21. Civil wars have been usually marked *not only* by the fierceness *but* by the stubborn pertinacity of the contending parties.
22. Heaven and earth may pass away; *but* my words shall never pass away.
23. My son last term was *not only* idle, *but also* in bad health; *and therefore* he was not promoted at the end of the term.
24. He paid off his debt in time; *otherwise* he would certainly have been imprisoned for debt.
25. He declared he would never forsake his post; *yet or nevertheless* he fled away at the first sign of danger.
26. Prince Azgid was good-natured, handsome, and clever; *only* he was of rather a timid disposition.
27. The poor man must be off his head; *for* he laughs at one time and weeps at another.
28. The temple stands in the middle of a fine masonry tank, *and* a fine marble bridge leads up to it; *now* this temple was built by an ancient Hindu raja.
29. Do not take any part *either* in his amusements *or* his plots; *for* you will get into trouble by being seen in his company.
30. They were determined to obtain his consent *either* by flattery, *or* by force, *or* by persuasion; *yet* they never succeeded after all.
31. My father made me go to school regularly every day; *otherwise* I should not now be so successful in life as I am.

32. He was so shocked at the sad news, that he *neither* spoke *nor* wept, *but* went away in silence *and* was not seen again that day.

33. I hope you will remember to be just *as well* as generous to those who are dependent on you.

34. I must speak out ; *or* I shall blame myself afterwards.

35. He is a worthless fellow, possessed *neither* of ability *nor* industry *nor* honesty *nor* common sense ; *now* what sort of punishment can be inflicted on such a creature ?

36. Give thine ear to every man, *but* thy voice to few.

Page 119.—*To insert Subordinative Conjunctions.*

1. The wind beat against the house, *till* a part of the roof was blown off.

2. The bulls, *as long as* they stood together, were a match for the lion ; *but when* they separated from each other, they fell an easy prey.

3. Tell me candidly *whether* you like my composition, and *whether* you think it shows signs of future promise.

4. No sooner had he gone to bed *than* a telegram was brought in.

5. Elephants are not full grown *till* they are fifty or sixty years of age.

6. It is of no use for me to shoot, *as* I am sure to miss the mark.

7. What can be gained in a place *where* every one is poor ?

8. This dreadful thought pursues me *wherever* I go.

9. He was received with respect *wherever* he went, and listened to attentively *whenever* he began to speak.

10. Remain *where* thou art, *till* I return.

11. Be ye wise *as* serpents, but harmless *as* doves.

12. The river had risen so high, *that* we could not cross it even in a boat.

13. Present evils are sometimes less distressing *than* expected ones.

14. Evil is meant by that man's words, smooth *as* they are.

15. The more we study the human mind, the less able are we to understand *how* it came into existence or *whence* it had its source.

16. I am quite as much ashamed *as* you are.

17. I cannot fear any evil, *so long as* thou art near.

18. I will keep it by me night and day, *lest* any harm should come to it.

19. We are glad *that* he has succeeded so well, *since* or *because* or *as* he has thoroughly deserved it.

20. His success is the more creditable, *as* he had no help from any one, *though* many offered to help him.

21. At length the moon arose, *although* it was almost hidden by clouds.

22. They shut up all the shops, *that* the travellers might not be able to take anything by force.

23. Some men eat *that* they may live ; others live *that* they may eat.

24. I am ready to start, *whenever* you may desire to do so.

25. The terrified women would have fled more quickly *than* they did, *if* they had not been burdened with baggage.

26. We can be happy *though* we are poor, *provided* we are contented.

27. I shall die of this disease, *unless* I first die of hunger.
28. You have lied so often, *that* no one will trust you, even *when* or *if* you speak the truth.
29. I will not rise from my seat, *till* I am bidden.
30. He was forced to get up, *whether* he liked it or not.
31. On first coming here, *though* I was quite honest, every one so distrusted me, *that* for a long time I found it difficult to live.
32. He gave the boy a prize, not *because* he had actually earned one, but *that* he might be induced to work harder next term.
33. Agriculture is the foundation of all wealth, *since* food is raised by this means ; and no one, *however* clever he may be, can live without food.
34. Past errors may be regretted ; but past moments, *when* they have once fled, are fled for ever and cannot be recalled.
35. The savages, *when* they saw the ship approaching their island, believed that it was some great animal moving on the water, *as* they had never seen a ship before.
36. The peasant grows pale, *when* he sees a cloud of locusts approach.
37. I do not doubt *that* you will succeed in time, *if* only you will persevere and trust *that* your labours will be at last rewarded.
38. She turned away in disgust, *as* she was unable to bear the sight any longer.
39. I will pay you down all that you ask, *provided* you sign a receipt on a stamped paper.
40. They were willing to commence work, and begged *that* they might be ordered to do so, *although* they were still weak from the recent attack of fever.
41. The robber fled *as soon as* he heard the shouts ; *but* he escaped *before* any one had time to see his face.
42. Seed must be sown *before* it will germinate ; and flowers must bloom for some time *before* they can turn into seed.
43. He walked on *till* he was so tired *that* he could walk no farther : then he sat down and waited *till* food was brought to him.
44. Do *as* you are told ; and then no one can blame you, *if* a mistake has been made.
45. Tired *as* (or *though*) you are, you will finish your journey by twelve o'clock, *provided* you stop nowhere on the road.

Page 127. — *Simple Sentences Analysed.*

I. Subject.	II. Attributive Adjuncts.	III. Predicate.		IV. Adverbial Adjuncts.
		Verb.	Object.	
1. A fowler	(a) certain (b) having fixed his net	withdrew	..	(c) to a little distance (b) for the sake of allowing the birds to come.
2. The king	of the pigeons	was passing	..	(c) by chance (b) through the sky (c) at this time (c) with a troop of followers.
3. He and they	..	caught	sight of the rice-grains scattered by the fowler near the net.	..
4. The king	of the pigeons	asked	(a) his rice-loving followers (b) this question	then
5. Rice-grains	..	are lying	..	(c) why (b) here in this lovely place ?
6. We	..	will see into	this thing.	..
7. We	..	must be	..	..
8. Pigeon	(a) one (b) concealed (c) among the rest	gave	(a) them (b) bad advice.	..
			cautions in our movements.	..

9. He	..	told	them	to fly down to the rice-grains for the sake of satisfying their hunger.	..
10. They	having flown down and listened to this bad advice	began	to peck up and swallow the grains	against the advice of their king.	(a) on their beginning to peck (b) in the net.
11. They	all	were caught	..	..	(a) then (b) for having given them such bad advice.
12. They	..	blamed	their rash and imprudent friend	rather.	..
13. They	..	ought	..	to have blamed themselves for having listened to him	now.
14. The king	..	told	(a) them (b) what to do	..	(a) at one moment and with one united movement. (b) with the net.
15. (You)	springing suddenly up	flew off	..	strong	by being united among themselves.
16. Things	small	became	..	..	(a) fast (b) by a rope made of thin blades of grass.
17. Elephants	even mad	can be held	..	..	..
18. The pigeons	..	acted on	this advice.	..	(a) into the air (b) carrying the net with them.
19. They	making a sudden spring together	flew up	..	..	..

Page 127 continued, —Simple Sentences Analyzed.

I. Subject.	II. Attributive Adjuncts.	III. PREDICATE.			IV. Adverbial Adjuncts.
		Verb.	Object.	Complement.	
30. The fowler	..	hoped	to see them come down again to the earth	..	at first.
21. They	..	passed	..	..	(a) out of sight (b) with the net about them.
22. The fowler	..	lost	both his net and the pigeons	..	in this way.
23. The pigeons	..	said	..	..	(a) then (b) to their king—
23. What	..	is	..	the next thing to be done?	..
24. The king	..	directed	them	..	to a certain place.
25. Friend	(a) his (b) the king of the mice	received	them	..	(a) there (b) kindly.
26. The king	of the mice	set	them all	free	by nibbling through the net.
27. The troop	(a) whole (b) of pigeons	escaped	..	..	(a) thus (b) by means of union.
28. Men	all	should profit	..	..	by this lesson.
29. A chariot	..	will not go	..	..	on a single wheel.
30. A creeper	having nothing to support it	must fall	..	..	to the earth.

Page 131.—Compound Sentences Analysed.

Sentence and Clause.	Connective.	I. Subject.	II. Attributive Adjuncts.	III. PREDICATE.			IV. Adverbial Adjuncts.
				Verb.	Object.	Complement.	
1. $\left\{ \begin{array}{l} \text{A.} \\ \text{B.} \end{array} \right\}$	as well as	he you	.. ..	is are	.. ..	tired of all this work tired of all this work.	.. ..
2. $\left\{ \begin{array}{l} \text{A.} \\ \text{B.} \\ \text{C.} \end{array} \right\}$	either or for	he friend person	.. his (a) no (b) other	must have opened must have opened had	the door the door; the key.	.. .. ..	.. .. ..
3. $\left\{ \begin{array}{l} \text{A.} \\ \text{B.} \end{array} \right\}$	.. but	the Lord the way	.. of the ungodly	knoweth shall perish.	the way of the righteous, ..	.. ..	.. ..
4. $\left\{ \begin{array}{l} \text{A.} \\ \text{B.} \end{array} \right\}$	either or	he (he)	.. ..	does not under-stand will not under-stand	the orders given to him the orders given to him.	.. ..	.. ..
5. $\left\{ \begin{array}{l} \text{A.} \\ \text{B.} \end{array} \right\}$	.. and so	how to do this or how to do that we	.. ..	was explained did	.. neither.	.. ..	(a) never (b) to us ..
6. $\left\{ \begin{array}{l} \text{A.} \\ \text{B.} \\ \text{C.} \\ \text{D.} \\ \text{E.} \\ \text{F.} \end{array} \right\}$	.. for and .. and and	he he he he (he) no one	.. .. .. .. .. ..	acts laughs cries goes goes knows	.. .. .. .. .. what to do with him.	.. .. .. .. .. ..	like a child; now, then, first here then there; ..

Page 131 continued.—Compound Sentences Analysed.

Sentence and Clause	Connective	I. Subject	II. Attributive Adjuncts.	III. PREDICATE.			IV. Adverbial Adjuncts.
				Verb.	Object.	Complement.	
7. $\left\{ \begin{array}{l} A. \\ B. \\ C. \end{array} \right.$	$\left\{ \begin{array}{l} \text{but} \\ \text{for} \end{array} \right.$	$\left\{ \begin{array}{l} \text{they} \\ \text{to see it} \\ \text{it} \end{array} \right.$	$\left\{ \begin{array}{l} \dots \\ \dots \end{array} \right.$	$\left\{ \begin{array}{l} \text{found} \\ \text{distressed} \\ \text{was} \end{array} \right.$	$\left\{ \begin{array}{l} \text{the horse} \\ \text{them;} \\ \dots \end{array} \right.$	$\left\{ \begin{array}{l} \dots \\ \dots \\ \text{lame} \end{array} \right.$	$\left\{ \begin{array}{l} \text{indeed;} \\ \dots \end{array} \right.$
8. $\left\{ \begin{array}{l} A. \\ B. \\ C. \\ D. \end{array} \right.$	$\left\{ \begin{array}{l} \text{and} \\ \dots \end{array} \right.$	$\left\{ \begin{array}{l} \text{the spaniel} \\ \text{(the spaniel)} \\ \text{(the spaniel)} \end{array} \right.$	$\left\{ \begin{array}{l} \dots \\ \dots \\ \dots \end{array} \right.$	$\left\{ \begin{array}{l} \text{frisked} \\ \text{gambolled} \\ \text{barked at} \\ \text{would scrape} \end{array} \right.$	$\left\{ \begin{array}{l} \dots \\ \dots \\ \text{him;} \\ \dots \end{array} \right.$	$\left\{ \begin{array}{l} \dots \\ \dots \\ \dots \\ \dots \end{array} \right.$	$\left\{ \begin{array}{l} \text{about the lion,} \\ \text{about the lion,} \\ \dots \end{array} \right.$
	$\left\{ \begin{array}{l} \text{and} \\ \dots \end{array} \right.$	$\left\{ \begin{array}{l} \text{(the spaniel)} \\ \text{(the spaniel)} \end{array} \right.$	$\left\{ \begin{array}{l} \dots \\ \dots \end{array} \right.$	$\left\{ \begin{array}{l} \text{would tear} \\ \text{would seize} \end{array} \right.$	$\left\{ \begin{array}{l} \dots \\ \text{him} \end{array} \right.$	$\left\{ \begin{array}{l} \dots \\ \dots \end{array} \right.$	$\left\{ \begin{array}{l} \text{(a) now} \\ \text{(b) with his claws} \\ \text{(c) at his head,} \\ \text{(a), (b), (c), as} \\ \text{above} \end{array} \right.$
	$\left\{ \begin{array}{l} \text{and} \\ \text{and} \\ \text{but} \end{array} \right.$	$\left\{ \begin{array}{l} \text{(the spaniel)} \\ \text{(the spaniel)} \\ \text{nothing} \end{array} \right.$	$\left\{ \begin{array}{l} \dots \\ \dots \\ \dots \end{array} \right.$	$\left\{ \begin{array}{l} \text{would bite,} \\ \text{would pull;} \\ \text{could aggravate} \end{array} \right.$	$\left\{ \begin{array}{l} \dots \\ \dots \\ \text{the noble beast.} \end{array} \right.$	$\left\{ \begin{array}{l} \dots \\ \dots \\ \dots \end{array} \right.$	$\left\{ \begin{array}{l} \text{(a) then} \\ \text{(b) by the ear,} \\ \dots \\ \dots \end{array} \right.$
	$\left\{ \begin{array}{l} \dots \\ \text{and} \end{array} \right.$	$\left\{ \begin{array}{l} \text{the life} \\ \text{(the life)} \\ \text{the female} \\ \text{(the female)} \\ \text{(the female)} \end{array} \right.$	$\left\{ \begin{array}{l} \text{of a mosquito} \\ \text{(of a mosquito)} \\ \dots \end{array} \right.$	$\left\{ \begin{array}{l} \text{is} \\ \text{(is)} \\ \text{lives} \\ \text{lays} \\ \text{dies.} \end{array} \right.$	$\left\{ \begin{array}{l} \dots \\ \dots \\ \dots \\ \text{its eggs,} \\ \dots \end{array} \right.$	$\left\{ \begin{array}{l} \text{brief,} \\ \text{very active;} \\ \dots \end{array} \right.$	$\left\{ \begin{array}{l} \dots \\ \dots \\ \text{for two or three} \\ \text{weeks,} \\ \dots \end{array} \right.$
9. $\left\{ \begin{array}{l} A. \\ B. \\ C. \end{array} \right.$	$\left\{ \begin{array}{l} \text{but} \\ \dots \end{array} \right.$	$\left\{ \begin{array}{l} \text{the life} \\ \text{(the life)} \\ \text{the female} \end{array} \right.$	$\left\{ \begin{array}{l} \dots \\ \dots \end{array} \right.$	$\left\{ \begin{array}{l} \text{is} \\ \text{(is)} \\ \text{lives} \end{array} \right.$	$\left\{ \begin{array}{l} \dots \\ \dots \end{array} \right.$	$\left\{ \begin{array}{l} \dots \\ \dots \end{array} \right.$	$\left\{ \begin{array}{l} \dots \\ \dots \end{array} \right.$
$\left\{ \begin{array}{l} D. \\ E. \end{array} \right.$	$\left\{ \begin{array}{l} \dots \\ \text{and} \end{array} \right.$	$\left\{ \begin{array}{l} \text{(the female)} \\ \text{(the female)} \end{array} \right.$	$\left\{ \begin{array}{l} \dots \\ \dots \end{array} \right.$	$\left\{ \begin{array}{l} \text{lays} \\ \text{dies.} \end{array} \right.$	$\left\{ \begin{array}{l} \dots \end{array} \right.$	$\left\{ \begin{array}{l} \dots \end{array} \right.$	$\left\{ \begin{array}{l} \dots \end{array} \right.$

10. $\left. \begin{array}{l} A. \\ B. \\ C. \\ D. \\ E. \\ F. \end{array} \right\}$	.. but neither nor nor	I he cry voice shout ought else	.. .. .. .. like it	called out stopped could be heard, could be heard, could be heard, could be heard.	.. his horses .. .. ..	.. .. .. .. ..	(a) at length (b) to the boy; at the word;
11. $\left\{ \begin{array}{l} A. \\ B. \\ C. \\ D. \end{array} \right.$	.. and .. and	Sir Ralph (Sir Ralph) the waves the ship	the Rover	tore beat rush in sinks down	his hair, his breast .. ..	.. .. .. .. ..	in his despair; on every side, beneath the tide.
12. $\left\{ \begin{array}{l} A. \\ B. \end{array} \right.$	.. for	the Brahmins or astrologers they	.. ..	promise expect	success a liberal gift of pearls as a re- ward for the happy sense of confidence im- parted by them to those men.	.. ..	to the divers; ..
13. $\left\{ \begin{array}{l} A. \\ B. \\ C. \end{array} \right.$	.. where and	he he (he)	.. .. ..	went remained exposed	.. .. his life	.. .. ..	(a) at Venice (b) with the greatest cheer- fulness (c) into the sick house, (d) as usual (e) for forty days, (a) thus (b) for the sake of his fellow- creatures.

Page 134.—*To point out the Noun-clause.*

1. *When he will come, whether he will come at all, whether he is even alive*; these are all objects to the verb "knows."
2. *How this came to pass* is the subject to the verb "is."
3. *What is sauce for the goose* is subject to the verb "is."
4. *It—viz. that the rain will fall to-day*—is subject to the verb "is."
5. *Where days and nights are of equal length* is object to the verb "shows."
6. *What is one man's meat* is subject to the verb "is."
7. *That the air is never quite at rest* is object to the verb "know."
8. *(That) I shall never clearly understand this* is object to the verb "I think."
9. *(That) the school would open in ten days' time* is object to the verb "we heard."
10. *That the burning hills of the Mediterranean were the workshops of the divine blacksmith, Vulcan* is in apposition with the noun "belief."
11. *Which way the wind is blowing* is object to the verb "shows."
12. *Whatever faculty man has* is the subject to the verb "is improved."
13. *There is no God* is object to the verb "hath said."
14. *Know thyself* is subject to the verb "was."
15. *That his father had been shot* is object to the verb "know."
16. *That you have not signed your name to a letter* is in apposition with the noun "fact."
17. *It—viz. how useful even the simplest weapons were to the first dwellers on the earth*—is subject to the verb "will be understood."
18. *How is fire to be made* is complement to the verb "is."
19. *That fire could be produced by rubbing two sticks together* is the Direct object to the verb "taught."
20. *That fire occasionally flashed out* is object to the verb "have seen."
21. *That savages can produce fire in a few seconds* is object to the verb "learn."
22. *Leave this house* is object to the verb "shouted."
23. *What he says* is object to the preposition "on."
24. *It—viz. that you have made a mistake*—is quite evident.
25. *It—viz. that you were taken ill*—is subject to the verb "was."
26. *That he was rather timid* is object to the preposition "except."

Page 136.—*To point out the Adjective-clause.*

1. *Which bring into view stars* restricts the noun "instruments."
2. *Whose light has taken a thousand years to reach the earth* restricts the noun "stars."
3. *Which man needed* restricts the noun "thing."
4. *When the theft was committed* restricts the noun "time."
5. *By whom the theft was committed* restricts the noun "man."
6. *(That) we lived in* restricts the noun "house."
7. *That I heard ten years ago* restricts the noun "story."
7. *That blows no one any good* restricts the noun "wind."

8. *As I should have chosen* restricts the noun "book."
9. *(That) he had received from the men* restricts the noun "presents."
(*That*) *he served* restricts the noun "men."
10. *That glitters* restricts the word "all" used as a noun.
11. *From which but a week before the wind blew clouds of dust* restricts the noun "ponds."
12. *That swell its waters* restricts the noun "tributaries."
13. *Who fails to practise virtue* restricts the pronoun "him."
14. *Who reflects before acting* restricts the pronoun "him."
15. *Which has percolated through the rocks or soil* restricts the noun "rain."
16. *With which the Bengalee, so backward, as a rule, in personal conflict, often encounters calamities* restricts the noun "fortitude."
For which there is no remedy restricts the noun "calamities."
17. *Where Shakspeare was born* restricts the noun "house."
18. *(That) you acted on* restricts the noun "plan."
19. *(That) we proposed* restricts the noun "plan."
20. *(That) you are telling me* restricts the noun "story."
21. *That hath his quarrel just* restricts the pronoun "he."
22. *That never finds the day* restricts the noun "night."
23. *(That) his father showed him* restricts the noun "way."
24. *When every one feels a little sad* restricts the noun "times."
25. *As are false to their friends* restricts the noun "men."
26. *When I shall return* restricts the noun "time."

Page 133.—*To pick out the Adverb-clause, etc.*

1. Adverb-clause, *because he has worked hard*: qualifies the verb "succeed," by stating the cause or reason.
2. Adverb-clause, *that they may earn a living*: qualifies the verb "engage," by stating the purpose.
3. Adverb-clause, *unless he confessed*: qualifies the verb "threatened," by stating the condition.
4. Adverb-clause, *though he was poor*: qualifies the complement "honest," by stating a contrast or concession.
5. Adverb-clause, *so far as I can tell*: qualifies the complementary adjective "true," by stating the extent.
6. Adverb-clause, *as much as I do*: qualifies the verb "likes," by stating the extent.
7. Adverb-clause, *before he succeeded*: qualifies the verb "tried," by stating the time.
8. Adverb-clause, *as it is now late*: qualifies the verb "go," by stating the reason.
9. Adverb-clause, *lest he should stumble*: qualifies the phrase "with care," by stating the purpose.
10. Adverb-clause, *provided you sign your name*: qualifies the verb "agree," by stating the condition.
11. Adverb-clause, *though he punish me*: qualifies the verb "will trust," by stating a contrast.
12. Adverb-clause, *after he had finished the work*: qualifies the verb "returned," by stating the time.
13. Adverb-clause, *before you trust him*: qualifies the verb "prove," by stating the time.

14. Adverb-clause, *when the cat's away*: qualifies the verb "play," by stating the time.
15. Adverb-clause, *that he succeeded at last*: qualifies the adverbial phrase, "so steadily," by stating the effect.
16. Adverb-clause, *who has been well punished already*: qualifies the verb "let off," by stating the cause (§ 324, Note).
17. Adverb-clause, *considering that he is sixty years of age*: qualifies the adverbial phrase "very well," by stating a contrast.
18. Adverb-clause, *that he might work harder next year*: qualifies the verb "gave," by stating the purpose.
19. Adverb-clause, *who had become poor and unfortunate*: qualifies the verb "deserted," by stating the cause.
20. Adverb-clause, *as the tree falls*: qualifies the verb "lie," by stating the manner.
21. Adverb-clause, *ever since we left the house*: qualifies the verb "ceased," by stating the time.
22. Adverb-clause, *if I had as much in my own pocket*: qualifies the complementary adjective "glad," by stating a condition.
23. Adverb-clause, *though it have no tongue*: qualifies the verb "speak," by stating a contrast.
24. Adverb-clause, *unless you leave the house at once*: qualifies the verb "send," by stating the condition.
25. Adverb-clause, *while (it was) prowling about the suburbs of a town*: qualifies the verb "slipped," by stating the time.
- Adverb-clause, *so that he might be taken for dead*: qualifies the verb "laid himself down," by stating the purpose.
26. Adverb-clause, *when he beheld*: qualifies the verb "carried," by stating the time.
27. Adverb-clause, *if (it is) closely examined*: qualifies the verb "proves," by stating the condition.
28. Adverb-clause, *though (he is) poor*: qualifies the adjective "honest," by stating a contrast.
- Adverb-clause, *though (he is) old and rather infirm*: qualifies the adjective "industrious," by stating a contrast.
29. Adverb-clause, *than (to) serve in heaven (is good)*: qualifies the complementary adjective "better," by stating a comparison.
30. Adverb-clause, *if the trunk is not made to grow straight*: qualifies the verb "cannot be straightened," by stating a condition.
- Adverb-clause, *when (it is) young and pliable*: qualifies the verb "is not made," by stating the time.
- Adverb-clause, *when (it is) old and stiff*: qualifies the verb "cannot be straightened," by stating the time.
31. Adverb-clause, *so well as a hare (can run)*: qualifies the verb "cannot run," by stating a comparison between the paces of a rabbit and those of a hare.
- Adverb-clause, *than a hare (is skilful)*: qualifies the phrase "more skilful," by a comparison.
32. Adverb-clause, *as the tame rabbit kept in a cage (is large)*: qualifies the phrase "so large," by stating a comparison.

Page 140.—*Miscellaneous Examples to be Analysed.*

These sentences can be analysed according to the tabular form given in page 139, or according to the less tabulated form shown below:—

(1.)

A. Princ. clause	{ Blessed is the man	I. Subject	The man
		II. Attrib. Adjunct	<i>nil</i>
		III. Pred. { Verb	is
		Object	<i>nil</i>
B. Adject. - clause	{ that walketh not in the counsel of the wicked,	IV. Complement	blessed
		IV. Adverb. Adjunct	<i>nil</i>
		Connective	that
		I. Subject	that
C. Co-ordinate to B	{ nor standeth in the way of sinners,	II. Attrib. Adjunct	<i>nil</i>
		III. Pred. { Verb	walketh not
		Object	<i>nil</i>
		IV. Complement	<i>nil</i>
D. Co-ordinate to B and C	{ nor sitteth in the seat of the scornful.	IV. Adverb. Adjunct	{ in the counsel of the wicked,
		Connective	nor
		I. Subject	(that)
		II. Attrib. Adjunct	<i>nil</i>
	{ nor sitteth in the seat of the scornful.	III. Pred. { Verb	standeth
		Object	<i>nil</i>
		IV. Complement	<i>nil</i>
		IV. Adverb. Adjunct	{ in the way of sinners,
	{ nor sitteth in the seat of the scornful.	Connective	nor
		I. Subject	(that)
		II. Attrib. Adjunct	<i>nil</i>
		III. Pred. { Verb	sitteth
	{ nor sitteth in the seat of the scornful.	Object	<i>nil</i>
		IV. Complement	<i>nil</i>
		IV. Adverb. Adjunct	{ in the seat of the scornful.

(2.)

A. Princ. clause	{ Nothing can describe the confusion of thought	I. Subject	Nothing
		II. Attrib. Adjunct	<i>nil</i>
		III. Pred. { Verb	can describe
		Object	{ the confusion of thought
B. Adject. - clause	{ which I felt	IV. Complement	<i>nil</i>
		IV. Adverb. Adjunct	<i>nil</i>
		Connective	which
		I. Subject	I
C. Adverb - clause	{ when I sank into the water.	II. Attrib. Adjunct	<i>nil</i>
		III. Pred. { Verb	felt
		Object	which
		IV. Complement	<i>nil</i>
	{ when I sank into the water.	IV. Adverb. Adjunct	Clause B
		Connective	when
		I. Subject	I
		II. Attrib. Adjunct	<i>nil</i>
	{ when I sank into the water.	III. Pred. { Verb	sank
		Object	<i>nil</i>
		IV. Complement	<i>nil</i>
		IV. Adverb. Adjunct	into the water.

(3.)

A. Princ. clause	{ A blind man, carrying a lantern in his hand and a pitcher on his shoulder, was walking along one night,	I. Subject	A man,
		II. Attrib. Adjunct	{ blind, carrying a lantern, etc., and a pitcher, etc.,
		III. Pred. { Verb	was walking
		Object	<i>nil</i>
	{ A blind man, carrying a lantern in his hand and a pitcher on his shoulder, was walking along one night,	IV. Complement	<i>nil</i>
		IV. Adverb. Adjunct	{ (a) along
			{ (b) one night,

B. Co-ordinate to A (§ 308)	{ when he was met by a thought- less young fel- low,	Connective . . . when
		I. Subject . . . he
		II. Attrib. Adjunct . . . nil
		III. Pred. { Verb . . . was met Object . . . nil Complement . . . nil
C. Co-ordinate to B (§ 308)	{ who laughed at him,	IV. Adverb. Adjunct . . . { by a thoughtless young fellow,
		Connective . . . who
		I. Subject . . . who
		II. Attrib. Adjunct . . . nil
D. Co-ordinate to C	{ and (who) said—	III. Pred. { Verb . . . laughed at Object . . . him, Complement . . . nil
		IV. Adverb. Adjunct . . . nil
		Connective . . . and
		I. Subject . . . (who)
E. Noun-clause to D (§ 318)	{ O fool! day and night must be alike to you :	II. Attrib. Adjunct . . . nil
		III. Pred. { Verb . . . must be Object . . . nil Complement { alike to you, O fool!
		IV. Adverb. Adjunct . . . nil
		Connective . . . nil
F. Co-ordinate to E	{ of what use can this lamp be to you?	I. Subject . . . lamp
		II. Attrib. Adjunct . . . this
		III. Pred. { Verb . . . can be Object . . . nil Complement { of what use to you?
		IV. Adverb. Adjunct . . . nil

(4.)

A. Adverb - clause to C (could not have moved)	{ If man had had a skin thickly covered with hair or wool,	Connective . . . If
		I. Subject . . . man
		II. Attrib. Adjunct . . . nil
		III. Pred. { Verb . . . had had Object . . . { a skin thickly covered with hair or wool, Complement . . . nil
B. Adverb - clause to A (had had)	{ as an ape has (a skin thickly covered, etc.),	IV. Adverb. Adjunct . . . Clause B
		Connective . . . as
		I. Subject . . . an ape
		II. Attrib. Adjunct . . . nil
C. Co-ordinate to B	{ or a sheep (has a skin thickly covered, etc.),	III. Pred. { Verb . . . has Object . . . { a skin thickly covered, etc.), Complement . . . nil
		IV. Adverb. Adjunct . . . nil
		Connective . . . or
		I. Subject . . . a sheep
		II. Attrib. Adjunct . . . nil
		III. Pred. { Verb . . . (has) Object . . . { a skin, etc.), Complement . . . nil
		IV. Adverb. Adjunct . . . nil

D. Princ. clause	{ he could not have moved from one climate to another with comfort ;	I. Subject	he
		II. Attrib. Adjunct	nil
		III. Pred. { Verb	{ could not have moved
		{ Object .	{ nil
		{ Complement	{ nil
		IV. Adverb. Adjunct	{ (a) from one climate to another (b) with comfort ;

E. Co-ordinate to D	{ and so he is made naked,	Connective	and so
		I. Subject	he
		II. Attrib. Adjunct	nil
		III. Pred. { Verb	{ is made
		{ Object .	{ nil
		{ Complement	{ naked,
		IV. Adverb. Adjunct	nil

F. Co-ordinate to E	{ but (he is) not (made) without the power of improving his condition,	Connective	but
		I. Subject	he
		II. Attrib. Adjunct	nil
		III. Pred. { Verb	{ is not made
		{ Object .	{ nil
		{ Complement	{ without the power of improving his condition
		IV. Adverb. Adjunct	nil

G. Adverb - clause to F (<i>improving</i>)	{ wherever he may be.	Connective	wherever
		I. Subject	he
		II. Attrib. Adjunct	nil
		III. Pred. { Verb	{ may be.
		{ Object .	{ nil
		{ Complement	{ nil
		IV. Adverb. Adjunct	wherever

(5.)

A. Adverb - clause to B (<i>restrain</i>)	{ Even as the driver checks a restive steed,	Connective	Even as
		I. Subject	the driver
		II. Attrib. Adjunct	nil
		III. Pred. { Verb	{ checks
		{ Object .	{ a restive steed,
		{ Complement	{ nil
		IV. Adverb. Adjunct	nil

B. Princ. clause	{ so do thou restrain thy passion,	I. Subject	thou
		II. Attrib. Adjunct	nil
		III. Pred. { Verb	{ do restrain
		{ Object .	{ thy passion,
		{ Complement	{ nil
		IV. Adverb. Adjunct	so

C. Adverb - clause to B (<i>restrain</i>)	{ if thou art wise,	Connective	if
		I. Subject	thou
		II. Attrib. Adjunct	nil
		III. Pred. { Verb	{ art
		{ Object .	{ nil
		{ Complement	{ wise,
		IV. Adverb. Adjunct	nil

D. Co-ordinate to B	{ which will hurry thee away	Connective	which
		I. Subject	which
		II. Attrib. Adjunct	nil
		III. Pred. { Verb	{ will hurry
		{ Object .	{ thee
		{ Complement	{ nil
		IV. Adverb. Adjunct	away,

E. Adverb - clause to D (<i>will</i> <i>hurry</i>) . . .	{ if it runs wild.	Connective . . .	if
		I. Subject . . .	it
		II. Attrib. Adjunct . . .	<i>nil</i>
		III. Pred. { Verb . . .	runs
		{ Object . . .	<i>nil</i>
		IV. Adverb. Adjunct . . .	<i>nil</i>

(6.)

A. Princ. clause . . .	{ Sometimes you may trace a river to a defi- nite spring ;	I. Subject . . .	You
		II. Attrib. Adjunct . . .	<i>nil</i>
		III. Pred. { Verb . . .	may trace
		{ Object . . .	a river
		{ Complement . . .	<i>nil</i>
		IV. Adverb. Adjunct . . .	(a) sometimes (b) to a definite spring,

B. Co-ordinate to A	{ but you very soon assure yourself	Connective . . .	but
		I. Subject . . .	you
		II. Attrib. Adjunct . . .	<i>nil</i>
		III. Pred. { Verb . . .	assure
		{ Object . . .	yourself
		{ Complement . . .	<i>nil</i>
		IV. Adverb. Adjunct . . .	very soon

C. Noun-clause to B (object to assure) . . .	{ that such springs are fed by rain,	Connective . . .	that
		I. Subject . . .	springs
		II. Attrib. Adjunct . . .	such
		III. Pred. { Verb . . .	are fed
		{ Object . . .	<i>nil</i>
		{ Complement . . .	<i>nil</i>
		IV. Adverb. Adjunct . . .	by rain

D. Adject. - clause to C (rain) . . .	{ which has perco- lated through the rocks or soil,	Connective . . .	which
		I. Subject . . .	which
		II. Attrib. Adjunct . . .	<i>nil</i>
		III. Pred. { Verb . . .	has percolated
		{ Object . . .	<i>nil</i>
		{ Complement . . .	<i>nil</i>
		IV. Adverb. Adjunct . . .	through the rocks or soil,

E. Co-ordinate to D	{ and which comes to the light of day through some orifice	Connective . . .	and which
		I. Subject . . .	which
		II. Attrib. Adjunct . . .	<i>nil</i>
		III. Pred. { Verb . . .	comes
		{ Object . . .	<i>nil</i>
		{ Complement . . .	<i>nil</i>
		IV. Adverb. Adjunct . . .	(a) to the light of day (b) through some orifice

F. Adject. - clause to E (orifice) . . .	{ that it has found	Connective . . .	that
		I. Subject . . .	it
		II. Attrib. Adjunct . . .	<i>nil</i>
		III. Pred. { Verb . . .	has found
		{ Object . . .	that
		{ Complement . . .	<i>nil</i>
		IV. Adverb. Adjunct . . .	<i>nil</i>

G. Co-ordinate to F	{ or (that it has) formed.	Connective . . .	or
		I. Subject . . .	(it)
		II. Attrib. Adjunct . . .	<i>nil</i>
		III. Pred. { Verb . . .	has formed
		{ Object . . .	(that)
		{ Complement . . .	<i>nil</i>
		IV. Adverb. Adjunct . . .	<i>nil</i>

(7.)

- A. Adverb - clause { If you put the end of an iron rod in the fire }
 to C (*you do*). {
 I. Subject . . . If
 II. Attrib. Adjunct . . . you
 III. Pred. { Verb . . . put
 Object . . . { the end of an iron rod
 Complement . . . nil
 IV. Adverb. Adjunct . . . in the fire,
- B. Co-ordinate to { and (*you*) hold it there, }
 A . . . {
 I. Subject . . . you
 II. Attrib. Adjunct . . . nil
 III. Pred. { Verb . . . hold
 Object . . . it
 Complement . . . nil
 IV. Adverb. Adjunct . . . there,
- C. Princ. clause . { you do something more than heat that end; }
 . {
 I. Subject . . . you
 II. Attrib. Adjunct . . . nil
 III. Pred. { Verb . . . do
 Object . . . { something more than heat that end (\$ 284, b),
 Complement . . . nil
 IV. Adverb. Adjunct . . . nil
- D. Co-ordinate to { for you heat the whole of it up to the end }
 C . . . {
 I. Subject . . . you
 II. Attrib. Adjunct . . . nil
 III. Pred. { Verb . . . heat
 Object . . . the whole of it
 Complement . . . nil
 IV. Adverb. Adjunct . . . up to the end
- E. Adject. - clause { that you hold in your hand. }
 to D (*end*) . {
 I. Subject . . . you
 II. Attrib. Adjunct . . . nil
 III. Pred. { Verb . . . hold
 Object . . . that
 Complement . . . nil
 IV. Adverb. Adjunct . . . in your hand

(8.) First example.

- A. Princ. clause . { In his seventieth year Louis Carnaro had a fall }
 . {
 I. Subject . . . Louis Carnaro
 II. Attrib. Adjunct . . . nil
 III. Pred. { Verb . . . had
 Object . . . a fall
 Complement . . . nil
 IV. Adverb. Adjunct . . . { in his seventieth year,
- B. Adject. - clause { by which he broke an arm and a leg. }
 to A (*fall*) . {
 I. Subject . . . he
 II. Attrib. Adjunct . . . nil
 III. Pred. { Verb . . . broke
 Object . . . an arm and a leg.
 Complement . . . nil
 IV. Adverb. Adjunct . . . by which

(8.) Second example.

- A. Princ. clause . { With some men at that time of life so great a hurt would have been difficult to cure }
 . {
 I. Subject . . . A hurt
 II. Attrib. Adjunct . . . so great
 III. Pred. { Verb . . . would have been
 Object . . . nil
 Complement . . . difficult to cure,
 IV. Adverb. Adjunct . . . { with some men at that time of life,

B. Co-ordinate to A	{ or (it) might even have occasioned death ;	Connective . . . or	
		I. Subject . . . (it)	
		II. Attrib. Adjunct . . . nil	
		III. Pred. { Verb . . . might have occa- Object . . . sioned Complement . . . death	
		IV. Adverb. Adjunct . . . even ;	

C. Co-ordinate to A and B	{ but with Car- naro it was cured in a very short time,	Connective . . . but	
		I. Subject . . . it	
		II. Attrib. Adjunct . . . nil	
		III. Pred. { Verb . . . was cured Object . . . nil Complement . . . nil	
		IV. Adverb. Adjunct . . . (a) with Carnaro (b) in a very short time,	

D. Adverb - clause to C (§ 824, Note)	{ whose body was in the soundest condition.	Connective . . . whose	
		I. Subject . . . body	
		II. Attrib. Adjunct . . . whose	
		III. Pred. { Verb . . . was Object . . . nil Complement . . . in the soundest condition.	
		IV. Adverb. Adjunct . . . nil	

(9.)

A. Noun-clause to B	{ Whoso keepeth the law	Connective . . . Whoso	
		I. Subject . . . whoso	
		II. Attrib. Adjunct . . . nil	
		III. Pred. { Verb . . . keepeth Object . . . the law Complement . . . nil	
		IV. Adverb. Adjunct . . . nil	

B. Princ. clause . . . { is a wise son ;	{	I. Subject . . . Clause A	
		II. Attrib. Adjunct . . . nil	
		III. Pred. { Verb . . . is Object . . . nil Complement . . . a wise son ;	
		IV. Adverb. Adjunct . . . nil	

C. Co-ordinate to B	{ but he shameth his father	Connective . . . but	
		I. Subject . . . he	
		II. Attrib. Adjunct . . . nil	
		III. Pred. { Verb . . . shameth Object . . . his father Complement . . . nil	
		IV. Adverb. Adjunct . . . nil	

D. Adject. - clause to C (he)	{ that is a com- panion of riot- ous men.	Connective . . . that	
		I. Subject . . . that	
		II. Attrib. Adjunct . . . nil	
		III. Pred. { Verb . . . is Object . . . nil Complement . . . a companion of riotous men.	
		IV. Adverb. Adjunct . . . nil	

(10.)

A. Princ. clause . . . { They expected	{	I. Subject . . . They	
		II. Attrib. Adjunct . . . nil	
		III. Pred. { Verb . . . expected Object . . . clause B Complement . . . nil	
		IV. Adverb. Adjunct . . . nil	

- B. Noun-clause to A (expected) . . . $\left\{ \begin{array}{l} \text{that the king} \\ \text{would either} \\ \text{treat the} \\ \text{matter} \end{array} \right.$ $\left\{ \begin{array}{l} \text{Connective} . . . \text{that} \\ \text{I. Subject} . . . \text{the king} \\ \text{II. Attrib. Adjunct} . . . \text{nil} \\ \text{III. Pred.} \left\{ \begin{array}{l} \text{Verb} . . . \text{would treat} \\ \text{Object} . . . \text{the matter} \end{array} \right. \\ \text{Complement} . . . \text{nil} \\ \text{IV. Adverb. Adjunct} . . . \text{clause C} \end{array} \right.$
- C. Adverb - clause to B (treat) . . . $\left\{ \begin{array}{l} \text{as (he would} \\ \text{treat) a plea-} \\ \text{sant jest} \end{array} \right.$ $\left\{ \begin{array}{l} \text{Connective} . . . \text{as} \\ \text{I. Subject} . . . \text{(he)} \\ \text{II. Attrib. Adjunct} . . . \text{nil} \\ \text{III. Pred.} \left\{ \begin{array}{l} \text{Verb} . . . \text{(would treat)} \\ \text{Object} . . . \text{a pleasant jest,} \end{array} \right. \\ \text{Complement} . . . \text{nil} \\ \text{IV. Adverb. Adjunct} . . . \text{nil} \end{array} \right.$
- D. Co-ordinate to B . . . $\left\{ \begin{array}{l} \text{or (that he} \\ \text{would) threaten} \\ \text{the insolent} \\ \text{darwesh with} \\ \text{punishment;} \end{array} \right.$ $\left\{ \begin{array}{l} \text{Connective} . . . \text{or} \\ \text{I. Subject} . . . \text{he} \\ \text{II. Attrib. Adjunct} . . . \text{nil} \\ \text{III. Pred.} \left\{ \begin{array}{l} \text{Verb} . . . \text{would threaten} \\ \text{Object} . . . \text{(the insolent dar-} \\ \text{wesh} \end{array} \right. \\ \text{Complement} \left\{ \begin{array}{l} \text{with} \\ \text{punish-} \\ \text{ment;} \end{array} \right. \\ \text{IV. Adverb. Adjunct} . . . \text{nil} \end{array} \right.$
- E. Co-ordinate to A . . . $\left\{ \begin{array}{l} \text{but to their sur-} \\ \text{prise he was} \\ \text{neither amused} \\ \text{nor angry,} \end{array} \right.$ $\left\{ \begin{array}{l} \text{Connective} . . . \text{but} \\ \text{I. Subject} . . . \text{he} \\ \text{II. Attrib. Adjunct} . . . \text{nil} \\ \text{III. Pred.} \left\{ \begin{array}{l} \text{Verb} . . . \text{was} \\ \text{Object} . . . \text{nil} \\ \text{Complement} \left\{ \begin{array}{l} \text{neither amused} \\ \text{nor angry,} \end{array} \right. \\ \text{IV. Adverb. Adjunct} . . . \text{to their sur-} \\ \text{prise,} \end{array} \right. \end{array} \right.$
- F. Co-ordinate to E . . . $\left\{ \begin{array}{l} \text{but (he was)} \\ \text{seriously atten-} \\ \text{tive to the} \\ \text{words of the} \\ \text{darwesh.} \end{array} \right.$ $\left\{ \begin{array}{l} \text{Connective} . . . \text{but} \\ \text{I. Subject} . . . \text{(he)} \\ \text{II. Attrib. Adjunct} . . . \text{nil} \\ \text{III. Pred.} \left\{ \begin{array}{l} \text{Verb} . . . \text{(was)} \\ \text{Object} . . . \text{nil} \\ \text{Complement} \left\{ \begin{array}{l} \text{seriously atten-} \\ \text{tive to the} \\ \text{words of the} \\ \text{darwesh.} \end{array} \right. \\ \text{IV. Adverb. Adjunct} . . . \text{nil} \end{array} \right. \end{array} \right.$

(11.)

- A. Princ. clause . . . $\left\{ \begin{array}{l} \text{Sir Isaac New-} \\ \text{ton, after deep} \\ \text{meditation, dis-} \\ \text{covered} \end{array} \right.$ $\left\{ \begin{array}{l} \text{I. Subject} . . . \text{Sir Isaac New-} \\ \text{ton} \\ \text{II. Attrib. Adjunct} . . . \text{nil} \\ \text{III. Pred.} \left\{ \begin{array}{l} \text{Verb} . . . \text{discovered} \\ \text{Object} . . . \text{clause B} \end{array} \right. \\ \text{Complement} . . . \text{nil} \\ \text{IV. Adverb. Adjunct} . . . \text{after deep medi-} \\ \text{tation} \end{array} \right.$
- B. Noun-clause to A (discovered) . . . $\left\{ \begin{array}{l} \text{that there was} \\ \text{a law in nature} \\ \text{called attrac-} \\ \text{tion,} \end{array} \right.$ $\left\{ \begin{array}{l} \text{Connective} . . . \text{that} \\ \text{I. Subject} . . . \text{a law} \\ \text{II. Attrib. Adjunct} . . . \left\{ \begin{array}{l} \text{(a) in nature} \\ \text{(b) called attrac-} \\ \text{tion,} \end{array} \right. \\ \text{III. Pred.} \left\{ \begin{array}{l} \text{Verb} . . . \text{was} \\ \text{Object} . . . \text{nil} \\ \text{Complement} . . . \text{nil} \\ \text{IV. Adverb. Adjunct} . . . \text{nil} \end{array} \right. \end{array} \right.$

C. Adject. - clause to B (<i>law</i>)	{ by virtue of which every particle of matter draws toward itself every other particle of matter with a force	Connective . . . which	
		I. Subject . . . particle	
		II. Attrib. Adjunct . . . { (a) every	
		Verb . . . draws	
D. Adject. - clause to C (<i>particle</i>)	{ that the world is composed of	III. Pred. { Object . . . every other par- Complement . . . ticle of matter	
		IV. Adverb. Adjunct . . . { (a) by virtue of which	
		Connective . . . that	
		I. Subject . . . the world	
E. Adject. - clause to C (<i>force</i>)	{ which is propor- tionate to its mass and dis- tance.	II. Attrib. Adjunct . . . is	
		III. Pred. { Object . . . nil	
		Complement . . . { composed of that	
		IV. Adverb. Adjunct . . . nil	
		Connective . . . which	
		I. Subject . . . which	
		II. Attrib. Adjunct . . . nil	
		Verb . . . is	
		III. Pred. { Object . . . nil	
		Complement . . . { proportionate to its mass and distance.	
		IV. Adverb. Adjunct . . . nil	

(12.)

A. Adverb - clause to B (<i>gave</i>)	{ After his school- ing was fin- ished,	Connective . . . After	
		I. Subject . . . schooling	
		II. Attrib. Adjunct . . . his	
		Verb . . . was finished	
B. Princ. clause	{ his father, desir- ing him to be a merchant like himself, gave him a ship freighted with all sorts of merchandise,	III. Pred. { Object . . . nil	
		Complement . . . nil	
		IV. Adverb. Adjunct . . . nil	
		I. Subject . . . father	
		II. Attrib. Adjunct . . . { (a) his, (b) desiring him to be a mer- chant like himself,	
		Verb . . . gave	
		III. Pred. { Object . . . (a) him (b) a ship freighted with all sorts of merchandise,	
		Complement . . . nil	
C. Adverb - clause to B (<i>gave</i>)	{ so that he might go	IV. Adverb. Adjunct . . . nil	
		Connective . . . so that	
		I. Subject . . . he	
		II. Attrib. Adjunct . . . nil	
D. Co-ordinate to C	{ (and (he might) trade about the world	III. Pred. { Verb . . . might go, Object . . . nil	
		Complement . . . nil	
		IV. Adverb. Adjunct . . . nil	
		Connective . . . and	
		I. Subject . . . (he)	
		II. Attrib. Adjunct . . . nil	
		Verb . . . might trade	
		III. Pred. { Object . . . nil	
		Complement . . . nil	
		IV. Adverb. Adjunct . . . about the world	

- E. Co-ordinate to { and (he might)
C and D . . . grow rich, {
- F. Co-ordinate to { and (he might)
C and D and E { become a help-
to his parents, {
- G. Co-ordinate to { who were now
F (parents) . . . advanced in
age. {
- Connective . . . and
I. Subject . . . he
II. Attrib. Adjunct . . . nil
III. Pred. { Verb . . . might grow
Object . . . nil
Complement . . . rich,
IV. Adverb. Adjunct . . . nil
Connective . . . and
I. Subject . . . he
II. Attrib. Adjunct . . . nil
III. Pred. { Verb . . . might become
Object . . . nil
Complement { a help to his
parents,
IV. Adverb. Adjunct . . . nil
Connective . . . who
I. Subject . . . who
II. Attrib. Adjunct . . . nil
III. Pred. { Verb . . . were
Object . . . nil
Complement . . . advanced in age
IV. Adverb. Adjunct . . . now.

(13.)

- A. Princ. clause . { The rootlets at
the ends of
these fibres
strike into the
ground, {
- B. Co-ordinate to { and the sap
A . . . changes its
direction, {
- C. Adverb - clause { when they have
to C (changes) . . . become well fixed-
in the earth, {
- D. Adject. - clause { which previous-
ly was flow-
ing down-
wards, {
- E. Co-ordinate to { and (it) flows
B . . . upwards. {
- I. Subject . . . The rootlets
II. Attrib. Adjunct . . . at the ends of
these fibres
III. Pred. { Verb . . . strike
Object . . . nil
Complement . . . nil
IV. Adverb. Adjunct . . . into the ground,
Connective . . . and
I. Subject . . . the sap
II. Attrib. Adjunct . . . nil
III. Pred. { Verb . . . changes
Object . . . its direction
Complement . . . nil
IV. Adverb. Adjunct . . . clause C
Connective . . . when
I. Subject . . . they
II. Attrib. Adjunct . . . nil
III. Pred. { Verb . . . have become
Object . . . nil
Complement { well fixed in the
earth,
IV. Adverb. Adjunct . . . nil
Connective . . . which
I. Subject . . . which
II. Attrib. Adjunct . . . nil
III. Pred. { Verb . . . was flowing
Object . . . nil
Complement . . . nil
IV. Adverb. Adjunct . . . (a) downwards
(b) previously,
Connective . . . and
I. Subject . . . (it)
II. Attrib. Adjunct . . . nil
III. Pred. { Verb . . . flows
Object . . . nil
Complement . . . nil
IV. Adverb. Adjunct . . . upwards.

Page 141. — Example 14.

The Clause.	Kind of Clause.	Connec- tive.	I. Subject.	II. Attrib- utive Ad- juncts.	III. PREDICATE.			IV. Adverbial Adjuncts.
					Finite Verb.	Object.	Complement.	
A. Stern daughter of the voice of God, O Duty, if that name thou love,	Adverb-clause to H.	if	thou	O Duty, stern daughter of the voice of God,	love	that name,	<i>nil</i>	<i>nil</i>
B. Who art a light to guide (men),	Adject-clause to A (thou).	who	who	<i>nil</i>	art	<i>nil</i>	a light to guide (men),	<i>nil</i>
C. (Who art) a rod to check and reprove the erring,	Adject-clause to A (Co-ord. with B).	(who)	(who)	<i>nil</i>	(art)	<i>nil</i>	a rod to check and reprove the erring,	<i>nil</i>
D. Who art victory and law,	Adject-clause to A (Co-ord. with B).	who	who	<i>nil</i>	art	<i>nil</i>	victory and law,	<i>nil</i>
E. When empty terrors overawe (men),	Adverb-clause to D.	when	terrors	empty	overawe	(men),	<i>nil</i>	<i>nil</i>

F. (Who) dost set free from vain temptations	Adject.-clause to A (Co-ord. with B).	(who)	(who)	<i>nil</i>	dost set	(uen)	free from vain temptations	<i>nil</i>
G. And (who) calmest the weary strife of frail humanity!	Co-ordinate with F.	and	(who)	<i>nil</i>	calmest	the weary strife of frail humanity!	<i>nil</i>	<i>nil</i>
H. Are	Principal clause.	..	Clause I.	<i>nil</i>	are	<i>nil</i>	<i>nil</i>	<i>nil</i>
I. Who ask not	Noun-clause to H.	..	who	<i>nil</i>	ask not	Clause J.	<i>nil</i>	<i>nil</i>
J. If thine eye be on them,	Noun-clause to I.	if	eye	thine	be	<i>nil</i>	on them,	<i>nil</i>
K. Who in love and truth rely upon the genial sense of youth,	Noun-clause to J (Co-ord. with I).	who	who	<i>nil</i>	rely upon	the genial sense of youth,	<i>nil</i>	in love and truth,
L. Where no misgiving is,	Adverb-clause to K.	where	misgiving	no	is,	<i>nil</i>	<i>nil</i>	<i>nil</i>

Page 179.—*Sequence of Tenses.*

- I was informed that he *had been* reading a book. (*Correct.*)
 He did not say when he *will* come. (*Wrong*; the "will" should be changed to "would.")
 No one knew whether he *intended* to come or not. (*Correct.*)
 He concealed from me what his plans *are*. (*Wrong*; the "are" should be changed to "were.")
 I fear that you *were* displeased with me yesterday. (*Correct.*)
 I shall soon find out why you *were* so displeased. (*Correct.*)
 His face was so changed that I *do not* know him again. (*Wrong*; the "do" should be changed to "did.")
 The teacher gave me a prize that I *may* work hard next year. (*Wrong*; the "may" should be changed to "might.")
 The teacher has given me a prize that I *may* work hard next year. (*Correct.*)
 You will be pleased to hear that I *have won* a prize. (*Correct.*)
 He asked me why I *wish* to go away so soon. (*Wrong*; the "wish" should be changed to "wished.")
 No one understood how he *can* do so much work. (*Wrong*; the "can" should be changed to "could.")
 He had come that he *might* help me to finish the task. (*Correct.*)
 You did not tell me when you *intend* to return home. (*Wrong*; the "intend" should be changed to "intended.")
 I was sorry to find that I *have* displeased you. (*Wrong*; the "have" should be changed to "had.")
 I hope that you *will* pardon me soon. (*Correct.*)
 I did not know why you *give* me this order. (*Wrong*; the "give" should be changed to "gave.")
 We shall soon know what progress he *has* made. (*Correct.*)
 We heard to-day what progress he *has* made. (*Wrong*; the "has" should be changed to "had.")
 You never told us that honesty *was* the best policy. (*Wrong*; the "was" should be changed to "is"; § 423.)
 They told me that my brother *was* fond of his books. (Here "is" would be more appropriate than "was"; § 423.)
 He gave me good advice lest I *may* fall into evil ways. (*Wrong*; here the "may" must be changed to "should.")
 He taught me that good deeds *were* never lost. (*Wrong*; here the "were" should be changed to "are"; § 423.)
 He lends me his book, that I *might* be saved the expense of buying one. (*Wrong*; here the "might" should be changed to "may.")

Page 182.—*To convert from Direct to Indirect.*

The judge will tell you *that* you are innocent of that crime.
 All men declare *that* he has never been defeated.
 He has told them *that* he did not commit that fault.
 He is still declaring *that* you are the man who did it.
 He has been saying all day *that* he is tired of work.
 I shall tell him plainly *that* he cannot come here again.

I shall always affirm *that* he, and not I, is the guilty man.

He says every day *that* this climate will not suit *his* health, and *that* he must go away as soon as *he* can.

The judge informs the court *that* the man is guilty and will be hanged in four days' time.

The man has confessed *that* he is guilty, and *deserves* the punishment.

Page 183.—*To convert from Direct to Indirect.*

We told him that the weather *was* stormy and the way *was* long.

He told us that the carriage *had* come and that we *should* start soon.

The teacher told us *that* the prize *would* be presented to-morrow.

He told me that the rain *had* been falling since daybreak, and *that* I could not go.

We told him *that* his fault *would* be pardoned, if he *confessed* it.

He told me *that* he was glad to inform me that I *was* pardoned.

He said *that* the man *had* started, but *had* not yet come.

We heard him say *that* he *would* agree to what *we* *proposed*, if *we* *signed* *that* (paper).

He told me that I *was* mistaken and that I *should* not go *that* day.

Hasain told me *that* he *would* leave *that* place, as soon as he *could*.

Hasain told me *that* I *should* be tired before I *arrived*.

Hasain said *that* our friend *had* *arrived* yesterday, but *would* go to-day.

My son exclaimed *that* some one *had* taken the book he was reading.

He made a promise *that* he *would* come, if he *could*.

He said *that* he *had* been very ill, but *was* now better.

Pilate replied to the Jews that what he *had* written, he *had* written.

He told me that I *was* guilty, and that he *was* innocent.

They said that the boy *was* hiding in the place where we *had* left him.

They said *that* the boy *would* soon be found, and that *they* *would* bring him.

Page 184.—*To convert from Indirect to Direct.*

"I will soon return," said he, and he made them understand this.

"I have been robbed," said he, "of the book which I have bought."

"I am very sorry," said he, "for the fault I have committed."

They all said to him, "You deserve to be pardoned."

They affirmed, "You are the best worker we have seen."

"I admit," said he, "that I have not worked so hard as Rām has done."

He heard them say, "You do not deserve the prize."

He told them, "I promise you that I will do it as soon as I can."

"You deserve our thanks," said they, "for all that you have done."

All who heard this said, "He is speaking the truth."

"I have been three years in jail," said he, "and yet I am innocent."

They told him, "We will never believe what you say."

He replied, "I will prove what I have said to be true."

"I have been reading all day," said my brother.

"You are wrong," said my father to me, "and you will be fined."
I replied, "If my fault is proved, I will pay the fine."
"I have acted foolishly," said I, "in what I did."

Page 187.—*To change from Direct to Indirect.*

1. Reuben advised them to shed no blood ; to cast Joseph into that pit that was in the wilderness, but lay no hand upon him.

2. Judah begged them to consider what profit it would be, if they slew their brother and concealed his blood : he advised them therefore to sell him to the Ishmaelites and not to allow their hand to be upon him, since he was their brother and their flesh.

3. Joseph, in talking to James, remarked that he could tell him what struck him (Joseph) as the most useful machine in the world. James told him in reply that he would like to hear of it, and asked to be informed what it was used for.

4. The man inquired of him what he meant, and how a rope could be used for binding flour ;—to which the man replied, that a rope could be used for anything, when he did not wish to lend it.

5. The rich man once inquired of his poorer brother why he did not enter the service of the king, so that he might relieve himself of the baseness of labour.

6. Finding no remedy, he said to himself that it was better to die than to live in such misery as he was compelled to suffer from a master who treated him, and always had treated him, so unkindly.

7. All her maidens watching said that she must weep or she would die.

8. And they said to one another that they were verily guilty concerning their brother, in that they saw the distress of his soul, when he besought them and they would not hear ; that distress therefore had come upon them.

9. The violent man inquired what violence he had done, and what anger he had been guilty of. Then the others laughed and said that there was no need for them to speak, as he had given them ocular proof of his violent temper.

10. And Nathan said unto David that he (David) was the man.

11. The robber, in his conversation with Alexander, said that he was his captive, and must hear what he was pleased to say and endure what he was pleased to inflict ; but that his soul was unconquered, and if he replied at all to his reproaches, he would reply like a free man.

12. The young man, addressing Father William, said that he was an old man, and that the locks left to him were grey, but that nevertheless he was a hale old man ; and he begged to be told the reason.

13. The king replied that he was sorry indeed that his vessel was already chosen, and that he could not therefore sail with the son of the man who had served his father.

14. He cried to them in agony that they must row back at any risk, as he could not bear to leave her behind to be drowned.

15. He told the king's surgeon to bleed the king to death with that lancet, and made him a promise that, if he did so, he would give him a thousand pieces of gold, and when he ascended the throne, he would make him his chief minister.

Page 188.—*To change from Indirect to Direct.*

1. "Grant me but one favour, O Dionysius," said Damon, "before I am executed : permit me to visit my wife and children, who are at this time separated from me by a long distance ; and I promise faithfully to return by the day appointed."

2. "I refuse," said Dionysius, "to grant this request, unless some person can be found, who will consent to suffer death in your stead, if you should fail to perform your promise."

3. In a short speech Pythias addressed the surrounding multitude and said : "My dear friend, Damon, will soon arrive ; but I hope not before my death has saved a life so dear as Damon's is to his family, his friends, and his country."

4. "I present my compliments to you," said he in his last message to Francis, Clavering, and Monson, "and beg of you to protect Raja Gura Das, who is about to become the head of the Brahmans of Bengal."

5. The governor of the town then called out with a loud voice and said :—"Explain to us, O Androcles, how a savage and hungry lion can thus in a moment have forgotten its innate disposition and be converted all of a sudden into a harmless animal."

6. Androcles then explained the fact to them in the following words :—"This very lion, which is standing before you, was my friend and partner in the woods, and has for this reason spared my life, as you now see."

7. Socrates then said :—"I am not sure, O Glaucon, that the entire abolition of the guards which you recommend can remedy the evils which you desire to remove : do you know by personal examination that the guards do their work as badly as you imagine ?"

8. When he reached home, his father said to him, "Where is your ship, and what has become of your merchandise ?" "I have given up," said the son in reply, "my vessel with its cargo, and I have taken in exchange the slaves and set them free ; and I have consented to take this girl back with me and make her my wife."

9. "Tell us," they said, "O Thales, what thing in the world is more universal than anything else ?" "Hope," he answered, "is the most universal thing, because Hope remains with those who have nothing else left."

10. When Solon and Periander were sitting together over their cups, Periander, finding that Solon was more silent than usual, said :—"Is it for want of words, O Solon, that you are silent, or is it because you are a fool ?" "A fool," said Solon in reply, "cannot be silent over his cups."

Page 200.—*To insert Commas.*

The triple alliance consists of Germany, Austria, and Italy.

My son, so far from being blamed for his conduct, was commended and even rewarded.

The roof of the house having caught fire, the inmates fled, and remained outside, until the fire was put out.

Towns, villages, and hamlets were all alike attacked with the epidemic of cholera.

I shall be happy to make the attempt that you speak of, if I am permitted.

From morning till noon, from noon to evening, from evening to midnight, this same grief never leaves him.

Early this morning, when we had just left the house, we met the man that we had been looking for.

He found, as I expected he would, that the house he had lately purchased was a bad one.

What was the cause of so much grief to him, was never known to any of us.

I hope, my friend, that you will come and spend at least a week with us.

He has now grown so old, that he spends most of his time in sleeping, taking his food, or sitting in an easy-chair.

I remain, my dear sir, yours faithfully, William Matthews.

I shall not leave home for business, unless you set the example.

Example, as the proverb says, is the sincerest form of precept.

To tell you the plain truth, I should be glad to retire from business altogether, considering that I am now past sixty years of age and have a son to succeed me.

The boatman shouted to a man on shore, "Throw out the rope."

A snake sleeping in the grass will bite, if any one treads upon it.

The prisoner, having been convicted of the crime of which he was accused, must make up his mind to suffer the penalty.

The building is a noble structure of red brick, and comprises a reading-room, a library, a room for writing letters, and a room for refreshments.

It is quite true that this fine building was erected by private subscriptions.

In fact, of all that was subscribed L. gave the largest amount in cash, but M. was not less liberal, because he gave the land on which the building was erected.

A dog barking at nothing is a nuisance.

Men, women, and children were all hard at work, trying to keep the water from inundating the house.

His being selected for the vacant post depends upon whether he has done anything to deserve it.

Neighbours, fellow-countrymen, and fellow-citizens, it behoves us to use all efforts to avert this calamity.

What he lacks in quickness is supplied by industry.

Our men, to add to their troubles, lost their way in the dark.

The guide, who was sent to meet them, was not only a fool, but a knave.

We hope, however, they will reach home before midnight.

Page 202.—*To insert Commas, Colons, or Semicolons.*

1. According to Hindu notions, if a sick man sneezes, it is a sure sign of recovery: but when one is going out on a journey or about to commence some business, should any one about him sneeze, the sneeze indicates that the object, in which he is interested, will not be accomplished.

2. In Rome the army was the nation : no citizen could take office unless he had served in ten campaigns.

3. The drill was unremitting at all times, so long as a man continued to be a soldier : when the troops were in winter quarters, sheds were erected, in which the soldiers fenced with swords buttoned at the points, or hurled javelins, also buttoned at the points, at one another.

4. The Carthaginian army was composed entirely of mercenary troops : Africa, Spain, and Gaul were their recruiting grounds, and these countries were an inexhaustible treasury of warriors, so long as the money lasted, which the recruits received as pay.

5. While I was still wondering at my sudden deliverance, a man came suddenly forward and said :—"My good sir, there is nothing to be surprised at ; I was sent here to find you and rescue you from these robbers : well, I have succeeded in finding you, and so I have accomplished what I was sent for, as you now see."

6. Whenever you hesitate about beginning to do something which must be eventually done, remember the maxim,—a thing begun is half done.

Page 204.—*To insert the proper Stops, Capitals, etc.*

1. "What's the matter, Thomas? Is't that old pain of yours again?" "No; it's not that at all," said he; "but something a good deal better. Would you believe it? My poor old uncle is dead, and he has left me five thousand pounds." "That was very good of him," she replied, "but it's come too late." "Why?" he inquired. "Because," she answered, "you are now old and broken in health. What a pity it is, that he did not die twenty years ago, or give you the money, while he was still alive!"

2. "I have always considered you a very sensible man," said the pleader; "I shall take one of your oxen in return for the one that has been killed, and I believe you will consider that to be just." "It is no more than what is right," replied the farmer; "but what was I saying? Dear me, I have made a blunder. It was not my bull that gored your ox, but your bull that gored mine: so you must give me an ox in return for the one that has been killed." "Oh! that's another matter," said the pleader; "I will inquire about the matter; and if I find that what you say is correct, then we must come to some equitable settlement."

Page 205.—*To insert a Dash, Hyphen, or Brackets, etc.*

England and Russia,—the two greatest empires on the face of the earth,—have no real cause of enmity.

I could tell you all about my—but perhaps you have heard enough by this time.

My dog (such is the power of jealousy) attacked its rival, whenever they met.

This is very up-hill work.

If you read without spectacles,—and I believe you can,—be so good as to read out the contents of this letter.

When I took my degree (it was twelve years ago) I had good prospects before me.

I will never—but I need not finish my sentence ; for you know already what I was going to say.

PART IV.—QUESTION PAPERS SET IN MIDDLE ENGLISH EXAMINATIONS.

For Answers, see p. 74.

I.

- I. (a) Distinguish between *abstract* and *concrete* nouns, and explain your answer by examples.
- (b) Give the plurals of *plateau*, *halo*, *mango*, *knife*, *gulf*, *axis*, *Turkoman*, *governor-general*, *datum*, *radius*, *phenomenon*, and *bandit*.
- II. (a) Form sentences to illustrate the use of *but* when it has the force of a relative pronoun, *they* as an indefinite demonstrative pronoun, *which* as an interrogative pronoun, and *after* as an adjective.
- (b) Give the comparatives and superlatives of *bad*, *little*, *many*, and *forth* ; and distinguish between the phrases *few books* and *a few books*, and also between *a red and yellow flag* and *a red and a yellow flag*.
- III. (a) Define a *factive verb*, *cognate object*, *gerund*, and *nominative absolute*, and give an example of each.
- (b) Point out the difference between *in* and *at*, and also between *with* and *by*. Illustrate your answer by examples.
- (c) Give the *past tense* and *past participle* of each of the verbs—*draw*, *wring*, *bet*, *mow*, *speed*, *rot*, *knit*, and *miss*.
- IV. (a) Give the causatives of *fall*, *quail*, *lie*, *sit*, *rise*, and *drink*.
- (b) Form nouns from *strike*, *high*, *grow*, *deny*, *speak*, and *dig* ; adjectives from *water*, *gold*, *danger*, *ocean*, *nature*, and *time* ; and verbs from *grass*, *knee*, *nest*, *breath*, *friend*, and *germ*.
- V. (a) Parse the italicised words in the following sentences :—(i.) *It was but yesterday* that his *only* son died. (ii.) He is *both* a fool *and* a knave.
- (b) Fill up the ellipses in the following sentences :—(i.) None — us was — foolish as — believe such — absurd story. (ii.) Not only I, — all other men declare this — true. (iii.) He would read — books other — novels.
- VI. Correct the errors in the following sentences :—I am attacked with fever from Monday last. I feel much thirsty and my sleeps are very disturbed. Doctor gave me some medicine and told me that I will be all right within a few days, but it did me not any good.

- VII. Change the voice of the verbs in the following sentences—that is, change the *active* into the *passive* voice, and the *passive* into the *active* voice :—(i.) As he neglected his studies, did anybody hope that he would succeed in the examination? (ii.) Nobody knew that the whole city would be destroyed by an earthquake.
- VIII. (a) Change the following sentences from *direct* to *indirect*, or from *indirect* to *direct*, as the case may be :—(i.) He said to his sons :—“ I am old and about to die. Do not quarrel after my death, and do not leave the path of virtue.” (ii.) Govind said to the intruder : “ Who are you, and what has brought you here?” (iii.) He confessed with great regret that he had been very foolish. (iv.) Gopal asked me whether I would go to Calcutta.
- (b) *He is a brave man.*
Change the above sentence into an *exclamatory* and also into an *interrogative* sentence.
- IX. Analyse the following sentences according to the form given below :—(i.) Thank you, I have got what I wanted. (ii.) Nothing can describe the confusion of thought I felt when I sank into the water.

FORM OF ANALYSIS.

The Clause.	Kind of Clause.	Connective.	I. Subject.	II. Adjunct to Subject.	III. PREDICATE.			IV. Adjunct to Predicate.
					Finite Verb.	Object with qualifying words.	Complement.	

- X. Illustrate by sentences the use of a noun as an adjective, the use of an adjective as a noun, the use of an Infinitive mood as the subject of a verb, and the use of a noun-clause as the object of a verb.

II.

- I. Give the two Plural forms of each of the following nouns, with the signification of each form :—Brother, cloth, die, genius, index, staff, shot.
- II. Point out the meanings of the verbs italicised in the following examples :—
- There *are* some men who fear death.
 - You *should* not neglect your work.
 - Thou *shalt* not steal.
 - I *will* never do such a thing again.
 - The bird *would* come every day for the crumbs thrown to it.
 - You *may* do this, if you wish.
 - I am working as hard to-day as you *did* yesterday.
 - May* heaven protect thee!
 - She *must* weep or she will die.

(j) She *must* be dead by this time.

(k) Work hard that you *may* improve.

III. Supply each of the following blanks with the proper preposition :—

Condole — a person. Bestow it — him. I am angry — him. Beware — excess. I stood — the bridge — midnight. Do not listen — him. He laughed — me. Some evil hangs — you. She is now free — care. Have you disposed — your goods? I can dispense — your services. He is accustomed — hardships.

IV. Form—

(a) Nouns from—frugal, vain, poor, sincere, hospitable.

(b) Adjectives from—excess, metal, palace, vice, infant.

(c) Nouns from—occupy, relieve, choose, steal, confer.

(d) Verbs from—stroke, scribe, laughter, draught, conversation.

V. Rewrite the following in the Indirect form of narration :—

(a) He said to me : "Are you going?"

(b) He said to me : "Fetch that book."

(c) He said to me : "Let us go to-day."

(d) He said to me : "How unfortunate you are!"

(e) He said to me : "Fever produces thirst."

VI. Rewrite the following in the Direct form of narration :—

(a) He said that he was very ill.

(b) I inquired of him what he wanted.

(c) I told him that he ought to be more polite.

(d) I ordered him to be more careful in future.

VII. Explain the force of the Prefixes and Suffixes in :—mis-lead, with-hold, demi-god, super-natural, eu-logy, hill-ock, verb-ose, gentleman-ly, cura-ble, home-ward, patriot, patriot-ism ;—and say from what language each has come.

VIII. Point out the component clauses of the following :—

Until all are delivered, never will I leave this world of sin, sorrow, and struggle, but will remain where I am.

And analyse each clause in turn.

IX. Parse the words ending in *ing* noted below :—

(a) I heard of your *doing* this.

(b) *Knowing* what your object was, I declined your offer.

(c) *Drinking* water is scarce in this place.

(d) A new book is *preparing* for the press.

(e) The *repairing* of the house will be expensive.

(f) *Supposing* this to be true, the case is hopeless.

X. What have you to remark on the peculiarities of the italicised words?

(a) He was offered a *command* in the fleet.

(b) They slept the endless *sleep*.

(c) Honey *tastes* sweet.

(d) *Met*hinks I see her now.

(e) A *web-footed* bird.

XI. Rewrite the following sentences so as to show what force or meaning is implied in the italicised participles :—

(a) *Being* fond of study, he is certain to improve.

(b) *Having seen* all that I wished, I started homewards.

- (c) *Thinking* over the matter, a new plan suddenly struck me.
 (d) *Being* thoroughly *fatigued*, I decided on stopping here for the night.

III.

- I. Show the force of each of the Prefixes and Suffixes italicised in abroad, atheist, greenish, chicken, to-day, unworthy, antecedent, antipathy, kingdom, bishopric;—and point out the source from which each has come.
- II. Happy the man, whose *wish* and care
 A few paternal acres bound,
Content to breathe his native air
 In his own ground.
- (a) Change the above from the Active form to the Passive.
 (b) Parse *wish* and *content*.
 (c) Why does “happy” stand first in the sentence? Parse it.
- III. Describe as precisely as you can the Part of Speech and signification of “that” in each of the sentences in group (a), and of “but” in group (b).
- (a) 1. We must eat *that* we may live.
 2. The box *that* you sent me arrived to-day.
 3. We saw *that* he was very unwell.
 4. The light of the moon is cooler than *that* of the sun.
 5. He worked so hard *that* he became very tired.
 6. I see no sense in *that* book.
- (b) 1. He is a sensible, *but* not a learned man.
 2. There is no one here *but* gladly welcomes your return.
 3. There is *but* one person present.
 4. I cannot *but* think that you are wrong.
 5. Perdition catch my soul *but* I love thee.
- (c) Fill up any ellipsis that may exist in sentence 4 in (b), and give examples of other prepositions besides “but” which can be placed before an Infinitive verb.
- (d) Classify the various instances in which the “to” can be omitted before a verb in the Infinitive mood.
- IV. Form *Nouns* from—free, false, pleasant, foreign, vain, oppose, remove, safe, build, know.
Adjectives from—beast, mud, wretch, mirth, home, fear, offence, pardon, industry, joy.
Verbs from—joy, practice, false, breath, grass, wreath, friend, dark, peril.
Adverbs from—dry, much, happy, whole, humble, know, advise.
- V. (a) Supply suitable prepositions in the following blanks :—
 A troop — boys were playing — the edge — a pond, when, perceiving a number — frogs — the water, they began to pelt them — stones. They had already killed many — the poor creatures, when one more hardy than the rest, putting his head — water, cried — them : “Stop your cruel sport, my lads ; consider what is play — you is death — us.”
- (b) Why is the verb “were playing” in the Plural number after a Singular subject ?

VI. Turn the following sentences into the Indirect or narrative form; and in turning sentence (b) take care that no ambiguity is made in the reference to the pronouns.

(a) "My dear Hercules," said she, "I find that you are very much divided in your thoughts upon the way of life you ought to choose; be my friend, and follow me."

(b) "I sowed oats in the hope of getting barley," calmly answered Luckman. "Where did you get such foolish notions?" demanded his master; "have you ever heard of such a thing?"

"Yes," said Luckman, "you are yourself constantly sowing in the field of the world the seeds of evil, and yet expect at the last day to reap the fruit of virtue: so I thought I might get barley by sowing oats."

(c) In sentence (a) explain the use of the phrase "very much."

VII. (a) Construct short sentences exemplifying the main meanings of "would" as an Auxiliary verb.

(b) What is the signification of the verb "will," when it is conjugated as a Principal verb of the Weak conjugation?

VIII. (a) Classify the following as masculine or feminine and give the word signifying the opposite gender in each case:—*doe, ox, goose, niece, sir, uncle, widow, hero, belle, bride.*

(b) Give the plurals of *woman, goose, city, brother, index*. If there are two Plurals to any of these nouns, give each Plural with its appropriate meaning.

IX. Change the sentences in group (a) from Active to Passive, and those in group (b) from Passive to Active.

(a) Have you shut the door? The dog barks at me. They adhered to this plan. They sold him two horses. Who made and governs all the world? When did you last see that man? How many doctors have attended that patient? Can we depend on him? You will repent of that fault.

(b) The prisoner was stared at by the multitude. How to spell, read, and write is known by man alone. The soil of India is made fertile by the annual rains. Has the door been shut by you? I was refused the loan of that book by them. Their designs were laid bare by him. His debts were much talked about by his creditors. The boy was given a prize by his masters.

X. Azgid now breathed more freely and was in hopes that his tormentor had retired to some secluded part of the building and had gone to sleep; but he was bound to be disappointed; for in a short time he heard the faint steps approaching nearer and nearer, and perceived that the beast stopped every now and then, snuffing with its nose, as if it were in search of some one.

(a) Break up the above sentence into its component clauses, write out each clause in full, and describe its character.

(b) Take the predicate of each clause and break it up into its component parts so as to show the Finite verb, its object or objects (if any), and its complement (if any); to each Predicate show the adverbial adjunct, if there is one.

IV.

- I. What is the difference between Strong and Weak verbs?
Give the Past tenses and Past Participles of—*steal, choose, lie, lay, hang, do, creep, burst, hide*, and say to which conjugation each belongs.
- II. Form a noun, an adjective, and an adverb from *continue*.
 „ a verb, an adverb, and a noun from *civil*.
 „ a noun, an adjective, and a verb from *effectually*.
 „ an adjective, a verb, and an adverb from *prosperity*.
- III. Change each of the following into the *direct* or *indirect* form, as the case may be:—
 (a) He said that he was very ill.
 (b) I asked, “What is it you want?”
 (c) I told him that he ought to be more polite.
 (d) “A stitch in time saves nine,” a well-known proverb tells us.
 (e) I requested him to be more careful in future.
- IV. (a) Give the feminine of—*beau, stag, hero, poet, dog, horse*.
 (b) Point out and account for the gender of the following italicised words:—
 1. This mare is a very good *horse* for work.
 2. The *moon* hath raised *her* lamp.
 3. What a pretty little girl *it* is!
 4. Love *virtue*: *she* alone is free.
- V. Point out the force of the Prefixes or Suffixes in the following words, and say whether they are of English, Latin, or Greek origin:—Diameter, manhood, dentist, servile, aggravate, period, compete, approach, laughable, truth, model, chariot, service, unlock, unwise, homeward, needs, blacken.
- VI. In the analysis of sentences the Adverb-clause can be introduced by conjunctions signifying Cause, Effect, Purpose, Condition, Contrast or Concession, Comparison, Extent or Manner, Time.
Write short sentences containing an Adverb-clause introduced by each kind of conjunction in turn.
- VII. Analyse the following sentences, taking care to distribute the several parts of the predicate into—the finite verb, the object, and the complement.
 (a) Then he considered how just and merciful a king this Duncan had been, how clear of offence to his subjects, how loving to his subjects, and to himself in particular; that such kings are the peculiar care of heaven, and their subjects doubly bound to avenge their death.
 (b) Tell me not in mournful numbers
 “Life is but an empty dream”;
 For the soul is dead that slumbers,
 And things are not what they seem.
- VIII. (a) Insert suitable prepositions in the following:—
 The thief, *when pursued* — the policeman, *made straight* — the river, and swam — it, though he had to struggle hard — the current.
 (b) What words are omitted between *when* and *pursued*?

- (c) Explain how the verb *made* is here used Intransitively, and give parallel examples of the Intransitive use of the same verb.

IX. Show what grammatical principles are involved in the words or phrases italicised below :—

- (a) We must give up the point, *success being hopeless.*
- (b) This is a fine *bathing* place.
- (c) The distinguished warrior and statesman *is* dead.
- (d) This carriage and pair *has* cost 1000 rupees.
- (e) Either you or James *has* done it.
- (f) Herod married his *brother* Philip's wife.
- (g) *Slow* rises worth, by poverty depressed.
- (h) You are the man who *is* chosen.
- (i) Let us then be *up* and *doing*.
- (j) Unless he *agree* to this, I shall leave him.

X. Rewrite the following narrative in the form of a dialogue between Pythias and Dionysius :—

Pythias, before his execution, requested but one favour of Dionysius, which was that he might be permitted to visit his wife and children, who were at that time at a considerable distance from him; and he promised faithfully to return by the day appointed.

This Dionysius refused to grant, unless some person could be found who would consent to suffer death in his stead, if he did not perform his promise.

V.

- I. (a) Arrange in columns all the nouns, adjectives (omitting articles, and including participles), verbs, and pronouns that you find in the following passage.
- (b) Parse the words in italics.
- (c) Distinguish between the meanings of "alone" and "lonely."
On the last night of the year, an old man was sitting in his house *alone*, and in a sorrowful state. It was a wild and stormy night, and the house was a lonely one. But it was not the storm that made him sad, nor the lonely *house*, nor the last night of the year. The old man began to think of his past life, and as he continued *thinking*, the tears might be seen falling from his eyes.
- II. (a) In the phrase "alone and in a sorrowful state," explain why words which are not of the same or similar part of speech can be coupled together by the conjunction "and."
- (b) In the phrase "But it was not," etc., explain the use of "it."
- III. Turn the following quotations into Indirect narration :—
- (a) "O sweet Portia," said Bassanio, "here are a few of the most unpleasant words that ever blotted paper. Gentle lady, when I first imparted my love to you, I freely told you that all the wealth I had ran in my veins; but I should have told you I had less than nothing, being in debt."
- (b) Israel said: "It is enough; Joseph my son is still alive: I will go and see him before I die."

IV. Deduce from the following sentence the very words used by the speaker :—

He urged them to tell him of a single instance in which they had succeeded ; and if they could not, to give him some better reason than their mere word for believing that they were blameless. He would inquire into the facts and judge for himself.

V. (a) Distinguish between the Continuative and the Restrictive uses of the Relative pronoun.

(b) Which form of the Relative is most appropriate for the Restrictive use ? Frame a short sentence exemplifying your answer.

(c) In the following sentence show in which of the Relative clauses the Relative pronoun or adverb is Continuative and in which it is Restrictive :—

(1) The hardships *which* he suffered and saw others suffer made so great an impression on his mind, that he addressed a complaint to the French Government, *which* was thereby induced to treat English prisoners with more humanity.

(2) As soon as it fell dark, they started for the city, *where* they arrived just at the close of a splendid supper *which* was given by the master of the house *where* our town friend lived.

VI. Form (a) Adjectives from—ease, dead, use, poison, procure, wisdom, help, miser, enemy, trust.

(b) Nouns from—allow, acquire, convey, dense, expire, transgress, oppose, resolve, dear.

(c) Verbs from—body, peril, token, company, truth, spoliation, dark, receptacle, decision.

VII. (a) Define Noun-clause, Adjective-clause, and Adverb-clause.

(b) Analyse the following sentences, taking care to point out the character of each separate clause :—

(1) Three highwaymen suddenly attacked a lonely traveller, who was crossing a dense forest at midnight.

(2) After they had assassinated him, they plundered his carriage in which was a large quantity of money and valuable goods, and conveyed the treasure they had so violently acquired into their cave ; and finally they sent the youngest of them into the town to procure food.

VIII. In each of the following sentences supply the tense required by the rules of Sequence of Tenses or by the context :—

(a) I informed him that I (*see*) him shortly.

(b) I was afraid he (*refuse*) my request.

(c) He was very hopeful that his son (*succeed*).

(d) He works hard that he (*improve*).

(e) I went to his house that I (*tell*) him the news.

(f) I never (*see*) such a thing before, and I hope I never (*see*) it again.

(g) Wherever the thief went, I (*follow*) him ; and wherever he (*go*) to-morrow, I (*follow*) again.

- (h) I heard yesterday that the thief (*catch*).
- (i) He told me that he (*see*) me before.
- (j) He tried how far he (*to be*) able to walk, and how quickly he (*can*) go.
- (k) I came here in the hope that I (*find*) you in better health.
- (l) It made no difference to me whether he (*to be*) pleased or not.
- (m) I saw no sign that he (*get*) better.

IX. Insert suitable prepositions in the following sentences :—

- (a) I am now free — all sickness.
- (b) He is disqualified — competing — a prize, since he has not attended long enough — the class.
- (c) I am tired — doing nothing, and not at all tired — toil.
- (d) I am much concerned — your success, although I have no personal concern — this matter.
- (e) You are wanting — industry, and I am quite ashamed — your repeated failures.
- (f) I have really worked hard — my books ; but you are not at all sparing — blame, and I think I am not deserving — it.
- (g) I shall be much obliged — you, if you will wait — me a little longer.

X. Point out the meaning and part of speech of “as” in the following sentences :—

- (a) As the tree falls, so will it lie.
- (b) He is not such a fool as he looks.
- (c) Yours is not the same book as mine.
- (d) He trembled as he spoke.
- (e) Hot as the sun is, we must nevertheless go out in it.
- (f) The air is now cooler, as rain has fallen.
- (g) As a man I pity you ; as a judge I condemn you to be hanged.

VI.

- I. (1) Upon comparing the various animals of the globe with each other, we shall find that quadrupeds demand the rank immediately below ourselves.
- (2) Man, while yet savage himself, was but ill qualified to civilise the forest.
- (a) In sentence (1) show that the phrase “with each other” is open to objection, and substitute a more correct one in its place.
- (b) Describe the different uses of the Reflexive pronoun in sentences (1) and (2).
- (c) Show what word or phrase is qualified by the adverb “immediately” in sentence (1).
- (d) Parse “but” in sentence (2), and frame short sentences showing the different parts of speech in which this word can be used.
- II. (a) Explain what is meant by saying that a Participle can be used either as part of a tense or as an Adjective.
- (b) In the following verbs the Past or Passive Participle has a distinct form for each use ; frame a short sentence or

phrase exemplifying each form and use :—*drink, bind, get, sink, shrink, strike, work, melt, seethe, rot, cleave.*

III. (a) Give the Plurals of—tyro, alley, species, radius, genus, bandit, beau.

(b) Give the Feminines of—man-servant, beau, lad, wizard, widower, dog, bridegroom, hero.

IV. “You need not go very far, my lord,” said the fisherman to the Duke ; “you will find the culprit at your gate ; that porter of yours would not let me in, until I had promised him that he should have half of whatever I received for my fish.”

(a) Put the above sentence into the Indirect form, taking care to guard against any uncertainty of reference on the part of the pronouns.

(b) What peculiarity is there in the phrase “that porter of yours” ? Explain the construction.

(c) Explain the force of *would* in the phrase “would not let me in.”

(d) Break up the entire sentence into its component clauses, and point out the character of each clause.

V. (a) Give the *opposite* to each of the following :—older, living, brave, straight, sick, success, show, departure, benevolent, miser, wisdom, abbreviation.

(b) Form verbs from—mind, shot, population, failure, persuasion, gift, round, advice, breath.

(c) Form adjectives from—home, fortune, faith, nerve, man, post, cloud, majesty, beauty, sentence.

VI. Add the Indefinite article to each of the following phrases :—Red horse, other boy, such man, such idle boy, what fool, so stupid girl, too high price, universal law, one-eyed man, what strange event.

VII. In the following examples say whether the tense of the verb in the dependent sentence is right or not ; and if it is not right, correct it.

(a) He spoke in such a low voice that I do not understand what he said.

(b) They placed a watch lest any prisoner shall escape.

(c) He worked very hard that he may win a prize.

(d) I heard that you will visit us to-morrow.

(e) He was ashamed that he has failed so often.

(f) I was certain that he will tell the truth, if only they give him the chance.

(g) There was a report that he is about to be defeated.

(h) If he saw me, he would have known me.

(i) He did as he says he would.

(j) He is so distressed that he has lost his appetite.

(k) His visit was so secret that no one heard of it.

VIII. Distribute the different parts of the Predicate in the following sentences under the columns given below, and omit the adverbial adjuncts.

Finite Verb.	Object with qualifying words.	Complement with qualifying words.
--------------	-------------------------------	-----------------------------------

- (a) The large field at the foot of the hill is sometimes flooded with water.
 - (b) The angry father gave his son a severe flogging.
 - (c) A man of good habits generally enjoys good health.
 - (d) On that fatal field died many a brave soldier.
 - (e) A beggar asked for a bit of bread and butter at a certain house.
 - (f) He indignantly refused to say anything about himself.
 - (g) A great king is sure to be surrounded by flatterers.
 - (h) The judge ordered the prisoner to be fined 60 rupees.
- IX. Change the following sentences :—
- (1) Into a question :—She loves me.
 - (2) Into a Negative :—Bees waste their honey.
 - (3) Into the emphatic form :—She went.
 - (4) Into the Passive form :—She gave him a book.
 - (5) Into the Possessive form :—

The wings of eagles.
The laws of Moses.
 - (6) Into an Imperative :—The shepherd watches his sheep.
 - (7) Omit "if" from :—If he were here, I would thank him.

- X. Explain the meaning or use of the Imperatives in the following sentences :—
- (a) Leave off making that noise.
 - (b) Look before you leap.
 - (c) Forgive me this once.
 - (d) Do be careful what you say.
 - (e) Take care of the pence, and the pounds will take care of themselves.
 - (f) Suppose this to be true, it makes no matter.

VII.

- I. (a) Give the Plural of—knife, grotto, belief, genus, genius.
 (b) Give the Feminine of—master, earl, gander, colt, sire.
 (c) Give the Past tense of—beseech, saw, sow, flee, wear.
 (d) Give the opposite to—affirm, find, please, noisy, former.
- II. (a) Describe the general character of each of the three Finite moods.
 (b) Describe the difference between a Finite mood and the Infinitive.
 (c) Describe the difference between a Gerund and a Participle.
 (d) Describe the difference between a Gerund proper and a Verbal noun proper.
 (Give one illustrative example in answering each point.)
- III. Point out the differences of meaning in each pair of sentences given below :—
- | | |
|-------------------------------------|-------------------------------------|
| (a) { I shall go.
I will go. | (d) { I am come.
I have come. |
| (b) { You shall go.
You will go. | (e) { I came.
I had come. |
| (c) { I came.
I did come. | (f) { He may come.
May he come ! |

IV. Express the quoted speeches given below in the Indirect or narrative form :—

- (a) When he was gone, the two who remained said one to the other, "What is the use of our allowing that fellow to share in these handsome spoils? Let us kill him as soon as he returns, and so his part of the treasure will increase ours."
- (b) The younger one, as he was going into the town, thought in himself, "How happy I should be, if all that treasure we have just taken belonged to me! I will poison my two companions, and then all will be mine."

V. Point out, with an example of each, the different kinds of objects that may be placed after verbs.

VI. Frame short sentences in which (a) a conditional clause is preceded by "if"; (b) in which the "if" is omitted; (c) in which the conditional clause is understood. (One sentence should be given to exemplify each case.)

VII. Parse the Infinitive verbs in the following sentences :—

- (a) *To sleep* is necessary to life.
 (b) We desire *to improve*.
 (c) He appears *to be* clever.
 (d) *To think* that he should be so dishonest!
 (e) He was about *to be drowned*.
 (f) He came *to see* the sport.
 (g) He brought us a chair *to sit on*.
 (h) This house is *to let*.
 (i) Be quick *to hear* and slow *to speak*.
 (j) He is, —*to speak* plainly, — a thief.

VIII. Insert the proper prepositions after the Finite verb in each of the following sentences and change the Infinitive verb into a gerund, so as to make the idiom of each sentence correct. Rewrite each sentence in full.

- (a) We should refrain *to do* evil.
 (b) I prohibit you *to make* a noise.
 (c) I take this opportunity *to send* you a present.
 (d) I insisted *to be heard* on my defence.
 (e) The student succeeded *to pass*.
 (f) He was confident *to succeed*.
 (g) Am I right *to suppose* that you are displeased?
 (h) They dissuaded me *to remain* at school.
 (i) I despair *to pass* this examination.
 (j) That noise hindered me *to work*.
 (k) Abstain *to speak* evil of others.
 (l) He is intent *to quarrel* about this trifle.
 (m) I persisted *to say* this.
 (n) Do not prevent me *to work*.
 (o) I am much alarmed *to hear* such news.

IX. Point out the meaning of the Prefixes and Suffixes occurring in the following words, and say whether they are of English, Latin, or Greek origin :—Mon-astery, vice-roy, an-arch-ist, ante-cedent, shame-less, mani-fold, whi-ther, friend-ship, mis-lead, un-truth, un-tie, fav-our, priv-acy, capt-ive, libr-ary, magni-fy, dou-ble.

- X. Write out each clause in full in each of the following sentences, and describe its character as Principal clause, Noun-clause, Adjective-clause, or Adverb-clause.

Then analyse each clause according to the following model :—

Clause as A, B, C, D, etc.	Connective.	I. Subject.	II. Attributive Adjunct.	III. PREDICATE.		IV. Adverbial Adjunct.
				Finite Verb.	Object with qualifying words.	Complement with quali- fying words.

- (1) He gravely told them that an old witch who owed him a grudge had just come from the Malabar coast and performed a piece of counter-magic, which for a time rendered his spells fruitless.
- (2) In a short speech Pythias told the surrounding multitude that his dear friend, Damon, would soon arrive, but he hoped not before his own death had saved a life so valuable.
- (3) On the morrow he took out two pence, and gave them to the host and said, "Take care of him, and whatsoever thou spendest more, I will, when I come again, repay thee."

VIII.

- I. Point out the Part of Speech and meaning of "one" in the following examples :—
 - (a) *One* man came, not two.
 - (b) *One* Mr. H. called on me to-day.
 - (c) Your house is large ; mine is a small *one*.
- II. (a) What is a Distributive adjective ?
 (b) Show by examples the difference between—
 - (1) Each, every.
 - (2) Each other, one another, every other, another, any other.
- III. Show with examples what words or phrases can be used as substitutes for an adjective in the construction of a sentence.
- IV. Distinguish the meanings of the sentences or phrases given in the following pairs :—
 - (a) { This boy is cleverer than that.
 - { This boy is the cleverer of the two.
 - (b) { The soldier and the poet.
 - { The soldier and poet.
 - (c) { We may be diligent.
 - { May we be diligent !
 - (d) { Since the school has closed, we will go.
 - { If the school has closed, we will go.
 - (e) { A picture of the queen.
 - { A picture of the queen's.
 - (f) { The flower is faded.
 - { The flower has faded.

- V. Mention those adjectives which are followed by a noun in the Objective case, and frame a short sentence exemplifying every such adjective.
- VI. Adverbs have been distinguished into Simple, Relative, and Interrogative. Give a few examples of each.
Show that a Relative adverb is a double part of speech.
- VII. Correct the misuse of prepositions in the following sentences, rewriting each sentence in full :—
- We knew him in a glance, as soon as he came at sight.
 - The boat was tied by a rope.
 - He entered in a secret compact.
 - He has been ill from 14th March 1894.
 - He has worked hard since his childhood.
 - You must be back within six o'clock.
 - You must return by the next two hours.
 - The holidays will begin after three days.
 - The holidays will not begin before another week.
 - He was attacked with robbers.
- VIII. Comment on the forms of the adverbs or adverbial phrases occurring in the following sentences :—
- He was *much* pleased with what he saw.
 - He *wisely* abstained from falling into debt.
 - Where* is he? He is not *here*, but *there*.
 - He will do better work *hereafter*.
 - Of course* he will improve, if he works hard.
 - He rose *betimes* in the morning.
 - Being much fatigued he soon fell *asleep*.
 - He is ill *at present* and unfit for work.
 - The horse is still *alive* in spite of the accident.
 - They came to my house *yesterday*.
 - It must *needs* be that offences come.
 - This should be done *at once*.
- IX. Write a short grammatical note on each of the italicised words in the following :—
- The *then* king.
 - Water *to drink*.
 - Much* has been done.
 - Fare *thee* well.
 - To oversleep *oneself*.
 - The milk *smells* sour.
 - The drums *are beating*.
 - If he *is* not guilty, why do you punish him?
 - If he *be* guilty, he will be fined.
 - I am, *to tell* you the truth, tired of this work.
 - He must *needs* do this.
- X. In analysing the following sentences, first write out each clause *in full*, and describe its character.
- Then analyse each clause into the Connective, the Subject, the Attributive adjunct, the Predicate, and the Adverbial adjunct; and subdivide the Predicate into the Finite verb, the Object or Objects (if any), and the Complement (if any).
- The king, expecting to hear something extraordinary, at once bade his treasurer who was then in attendance count out the sum demanded by the darwesh, who after receiving it uttered this weighty maxim, "Begin nothing without considering what the end may be."
 - What, then, is the difference but that you have been able to

become a mightier robber than I, as you were born a king and I a private man?

- (3) The sheriff, with that humanity which is seldom wanting in an English gentleman, visited the prisoner on the eve of the execution and assured him that no indulgence consistent with the law would be refused him.

IX.

- I. (a) Point out with an example the difference between a Collective noun and a noun of Multitude.
 (b) What is the gender of a Collective noun?
 (c) Show that a Collective noun is a kind of Common noun.
- II. (a) Give an example of each of the three ways in which the form of a Masculine noun can be distinguished from that of a Feminine.
 (b) Give the Feminine forms of each of the following nouns :—
 sire, wizard, hart, he-goat, sloven, prince, master, hero, duke, cock, bridegroom, drake, milter, gander, lad, man-servant.
- III. (a) What is the origin of the Possessive case-ending?
 (b) To what classes of nouns is the use of the Possessive case-ending now restricted? Give one example of each class.
 (c) Under what circumstances is the final *s*, which marks the Possessive case, omitted?
- IV. (a) In the sentence "*the more, the merrier*," which adverb is Demonstrative, and which is Relative?
 (b) Explain the meaning of each adverb by substituting an equivalent phrase.
 (c) Can these adverbs be used with adjectives in the Positive or Superlative degrees?
 (d) Frame a sentence in which the Demonstrative adverb can be used without the Relative one.
- V. (a) Distinguish between the purport of the Past Indefinite and that of the Present Perfect tense.
 (b) Show why the following tenses are wrong, and rewrite each of them in correct form :—
 (1) I am ill for two days.
 (2) I lived here for the last three years.
 (3) The British Empire succeeded to the Mogul.
 (4) Rain has fallen yesterday.
- VI. Analyse the following sentences, distributing the Predicate into its component parts, in the form shown below :—

Finite Verb.	Object with qualifying words.	Complement with qualifying words.

- (1) I am determined to run away from my master.
 (2) Having formed this resolution he speedily found an opportunity of leaving his master's house.
 (3) He wandered about all the day through a vast and trackless forest.

- (4) He now believed his death to be inevitable.
 - (5) Androcles acquired from this circumstance courage to examine his monstrous guest.
 - (6) The beast gave him sufficient licence for that purpose.
 - (7) The beast, far from resenting this familiarity, received it with the greatest gentleness.
 - (8) From this moment Androcles became its guest in the solitary cave.
 - (9) The laws of that country, being very severe against runaway slaves, declared him guilty of having fled from his master.
- VII. Correct the following :—

That cattle is mine. He gave me a ten-rupees note. He gave me many abuses. Have you learnt the Hindi alphabets? There are many heathens in Asia. We have ten sheeps, and four goats. He has good furnitures in his house. Keep the swines out of the garden. These vermins do much harm. He weighs twelve stones. They sent me all the informations that they had heard. These peoples lived in Southern Europe.

VIII. Show with examples what words or phrases can be used as substitutes for a noun in the construction of a sentence.

IX. (a) Distinguish between the Simple and the Gerundial Infinitives.

(b) In the following sentences show whether the Infinitive is Simple or Gerundial, and describe the use of the Infinitive verb in each of them :—

(1) A house to let could not be found.

(2) This house is to let.

X. Insert suitable conjunctions or other connective words in the following sentences, and rewrite each sentence in full :—

(1) The wind continued beating against the house — part of the roof was blown off.

(2) No sooner had he gone to rest — a telegram was brought in.

(3) Remain — thou art — I return from seeing the man — has sent for me.

(4) His success is the more creditable, — he had no help from any one, — many offered their assistance.

(5) He gave the boy a prize, not — he had actually earned one, but — he might be induced to work harder next term.

(6) Do — you are told, and then no one can blame you, — a mistake is made.

(7) I do not doubt — you will succeed in time — only you will trust — your labours will be at last rewarded.

X

I. (a) What is meant by an Abstract noun?

(b) From what kinds of words can Abstract nouns be formed? Give one example of each.

(c) Form Abstract nouns from the following :—*see, man, advise,*

bond, wise, hot, sole, defend, think, agent, bankrupt, judge, please, seize, owner, fail, laugh, hero.

- II. (a) The Present Indefinite tense has been called the tense of science. Explain and exemplify this.
 (b) Give an example of each of the other senses in which the Present Indefinite can be used.
- III. Give examples in which the Past participle of an Intransitive verb is used to qualify a noun (a) in the sense of Past time, (b) in the sense of some permanent state or habit. Give examples of adjectives which have been formed from nouns on the same model.
- IV. Frame short sentences exemplifying (1) the Direct object to a verb, (2) the Indirect object, (3) the Cognate object, (4) the Reflexive object, (5) the Retained object.
- V. Explain the uses of "it" in the following examples :—
 (a) It is sad to hear such news.
 (b) He has told a lie, and he knows it.
 (c) It was six o'clock when the post came in.
 (d) It is very hot to-day.
 (e) What a pretty girl it is !
 (f) What an ass it is !
- VI. Distinguish the meaning of the Comparatives or Superlatives given in the following pairs of sentences :—
 (a) { Benares is *farther* from Calcutta than Patna.
 { Let us have no *further* discussion.
 (b) { This is the *latest* news.
 { He is the *last* boy in the class.
 (c) { He was not my *eldest* son.
 { He was the *oldest* of my surviving sons.
- VII. Give examples showing how an Intransitive verb may be made Transitive by having a preposition placed (a) before it, or (b) after it.
- Can such verbs be used in the Passive voice ?
- VIII. In the following sentences show whether "than" is a preposition or a conjunction :—
 (1) No person other than a graduate need apply for the post.
 (2) He loves you better than me.
 (3) My uncle, than whom a finer man never lived, has recently died.
 (4) I could do nothing else than laugh.
 (5) I will not take less than 10 rupees.
 (6) He got more than (what) he asked for.
- IX. Turn the following into the Indirect or narrative form :—
 (1) She said to me, "Have you won a prize ?"
 (2) "I shall not return home to-day," replied James.
 (3) "What a hot day this is," remarked Mary to her brother.
 (4) "Where is the book that I gave you ?" said A. to B.
 (5) "Do not stay out long," said the wife to her husband.
 (6) The master said to his servant, "Remain here till I return."
- X. Insert the Auxiliary verbs omitted in the following sentences :—
 (1) If that — true, and I am sure of it, you — be heavily fined.

- (2) If that — true, and I am not sure whether it is or not, you — be heavily fined.
- (3) You — be heavily fined for having disobeyed me.
- (4) We are quite determined that such a thing — never happen again.
- (5) He stipulated that I — give him security for payment.
- (6) I am quite confident that you — succeed after all.
- (7) The fact that all men — agreed that the earth — round convinced me that the statement — true.
- (8) They set a watch lest any of the captives — get secret help.
- (9) I was afraid that he — be lazy.
- (10) I — do it, I am sure, if I tried.
- (11) If he — seen me, he — have known me.
- (12) No sooner — he sit down, than he falls asleep.

XI.

- I. Show why "many a" is followed by a Singular noun, and "a many" by a Plural one?
- II. (a) To what Part of Speech do the two articles belong?
(b) Explain the origin of "a," and show when it is correct to use "a," and when "an."
- III. Show by examples the Indefinite uses of each of the following :
—*such, the other, one, they.*
- IV. Define the four classes of verbs,—Transitive, Intransitive, Auxiliary, Defective; and frame a short sentence exemplifying each.
- V. (a) What is meant by the Complement to a verb?
(b) Name the two classes of verbs which take a Complement, and the two kinds of Complements arising therefrom. Give an example of each.
(c) Describe, with a short example of each, the various grammatical forms in which a Complement of either kind can be expressed.
- VI. Distinguish and describe the Cognate object in each of the following sentences :—
(1) He lived a useful life.
(2) He went a long way.
(3) He shouted applause.
(4) He shouted his loudest.
(5) He fought it out to the last.
- VII. Turn the sentences in group (a) from Active to Passive, and those in group (b) from Passive to Active.
(a) This does not *please* me. The fresh air and bright sun seem to *invite* me to leave the house. You should have heard them *ringing* the bells. They *said* that he *spoke* strange words in his sleep. He *applied* at the post-office for a money order. Rome shall *perish*—*write* that word in the blood that she has *spilt*.
(b) When his face *was seen*, every one was pleased. Our camp *was pitched* near the river. Their orchard *had been planted* on the side of the hill. He *was well known* to all of us.

What cannot be cured must be endured. Such a brave act was never seen before.

VIII. Supply suitable conjunctions :—

He can — read nor write. Precept is not so forcible — example. Mary reads well — Ann reads better. I am taller — my father. He was so idle — he was dismissed. Although they are poor — they are extravagant. I will go — you wish me. It is now ten years — my mother died.

IX. (a) Correct the adverbs of Degree that are misused in the following sentences :—

- (1) I am very surprised to hear such news.
- (2) I was much sorry to see that accident.
- (3) Your spelling is too accurate.
- (4) This bridge is quite dangerous.
- (5) The air is very hotter to-day than yesterday.
- (6) I accept your offer much gladly.
- (7) I was little vexed at having failed.
- (8) He was a little pleased at his failure.
- (9) He is a much pleasing poet.

(b) Show in each case in what the error consists.

X. (a) Break up the following sentence into its component clauses, and show what is the character of each clause.

(b) Then analyse each clause, subdividing the Predicate into the Verb, the Object (if any), and the Complement (if any).
When an elephant is suddenly disturbed, it will burst away with a rush that seems to bear down all before it ; but the noise thus suddenly made sinks so suddenly and into such absolute stillness, that a novice might well be led to suppose that the fugitive had made a halt within only a few yards of the spot, when further search would show him that it has stolen silently away to a distance of several miles.

(c) Point out the meaning of "when" near the end of the above sentence, and give some other conjunction that is equivalent to it.

XII.

I. Define—*gender, case, cognate object, and antecedent.*

II. Distinguish between :—

- (i.) *Participle and gerund.*
- (ii.) *Some and any.*
- (iii.) *Few, a few, and the few.*
- (iv.) *Subjective complement and Objective complement.*
- (v.) *Direct object and Indirect object.*
- (vi.) *Demonstrative adjective and Demonstrative pronoun.*

III. Write down :—

- (a) The *Feminines* of—*beast, steer, miller, and master.*
- (b) The *Plurals* of—*proviso, potato, thesis, and genus.*
- (c) The *Possessive plurals* of :—*man, child, month, and thief.*
- (d) The *Comparatives and Superlatives* of—*late, dry, and gay.*

- (c) The *Past tense* and *Past Participles* of—*ring, stick, melt, and saw.*
- IV. Form sentences showing the use of “*than*” as a preposition.
- V. (a) Change the following sentences from *Active* to *Passive* :—
- (1) They refused him admission. (2) Touch me if you dare. (3) Having crossed the bridge, they attacked the enemy.
 - (b) Turn the following from *Passive* to *Active* :—
- (1) He was laughed at by them. (2) These letters were never written by Rama. (3) I was saved much trouble by this kindness.
- VI. Rewrite the following sentences, inserting appropriate prepositions or conjunctions in the places left blank :—
- (a) The moon rose — twelve o'clock — the night.
 - (b) The boat was tied — a sailor — a rope.
 - (c) He went on talking — he was quite tired.
 - (d) He walked with a cane — he should stumble.
- VII. Form :—
- (a) *Nouns* from—*laugh, bless, choose, and try.*
 - (b) *Verbs* from—*black, bitter, gold, and glass.*
 - (c) *Adjectives* from—*feather, war, silk, and storm.*
 - (d) *Adverbs* from—*head, piece, poor, and loud.*
- VIII. Convert the following sentences from *Direct* to *Indirect* or from *Indirect* to *Direct*, as the case may be :—
- (i.) I said to him, “ Friend, lend me your book.”
 - (ii.) He said to me, “ Why did you strike me ? ”
 - (iii.) He said, “ Alas ! how foolish I have been ! ”
 - (iv.) The beggar prayed that God might bless him.
 - (v.) Rama said to Gopal that he (Gopal) could do him that favour if he liked.
- IX. Correct the errors in the following sentences, and give reasons for your answer :—
- (a) I am the man who seek to help thee in distress.
 - (b) I have finished my letter last evening.
 - (c) Your composition is more perfect from mine.
 - (d) Has James and you decided on going away ?
 - (e) The students were taught that the earth moved round the sun.
- X. (a) Break up the following sentences into their component clauses, and describe the character of each clause.
- (b) Then analyse each clause, subdividing the Predicate into the Finite verb, Object to verb (if any), and Complement to verb (if any).
- (i.) While the vessel lay in the harbour, the master of another English ship came on board, and to him they confided their secret, telling him that they would not sell their Turkish prisoners, but land them, if possible, on some part of the African coast.
 - (ii.) The companions ran off ; but everything being soon quiet again, they returned to their repast, when once more the door opened, and the master of the house came in with a great bounce, followed by his little terrier dog, who ran sniffing with great eager-

ness to the very spot where our friend had just been seated.

- (iii.) Although no boy appeared, and Shakabak observed neither basin nor water, the Barmecide nevertheless began to rub his hands, as if some one held the water for him, and while he was doing this, he urged Shakabak to do the same.

XIII.

Rewrite the following sentences, correcting any mistakes that you may find :—

(N.B.—These sentences have been collected from examples set in the Middle English Examinations, and from other sources.)

1. He has discovered any mistakes.
2. He has not discovered some mistakes.
3. He has discovered no any mistakes.
4. Little learning is better than nothing.
5. I am sorry that you have a little learning.
6. He was glad to have few books.
7. He was sorry to have a few rupees.
8. She denied to hear me.
9. Why you not speak the truth ?
10. He said me a fool.
11. I have come, sir, to get your certificate.
12. I had gone to the village this morning.
13. Since three years I am coming here.
14. Sohan, your master, is much angry on you.
15. You are absent from five days.
16. Your house where is ?
17. Mohan is very dunce.
18. Mohan is making noise.
19. Trilochan is a best boy in his class.
20. I met Rama this day in city.
21. I saw the man whom he said had praised him.
22. He attends the office since the end of last month.
23. My brother is the student in Lucknow College.
24. Here is one book for you.
25. He gave me many abuses.
26. He died for thirst.
27. He asked me of my address.
28. Clock has struck two hours.
29. Give the boys one orange.
30. He is failed in examination two times.
31. These all questions are easy.
32. I am much sorry to hear these news.
33. Why you have not brought my book ?
34. I have no any brothers.
35. My sister has been sick by fever from long time.
36. He is one fool who told you that I am failed.
37. I am too glad to see you.
38. I feel myself unwell this morning.

39. Be good to see my certificates, sir.
40. Unless you do not try, you will not succeed.
41. He asked me that did I know him?
42. He ordered for my dismissal.
43. I am very surprised at this news.
44. The visitors went away by-and-by.
45. Why he told you that falsehood?
46. Sir, I have something to ask to you.
47. I saw you this day in school.
48. Why you not come to school in these days?
49. Make a room for me.
50. My brother is sick since four days.
51. He is tall as you.
52. He is taller from me.
53. I am much glad to see you.
54. Shall you not come to my house to-morrow?
55. He shall be very tired after that long walk.
56. Climb up the house's wall.
57. He had a bag of rices.
58. Leave off such stupidities.
59. The swines are lying down.
60. He gave me a ten-rupees note.
61. I have a dozen of sheep.
62. A clock is an useful thing.
63. They all helped each other.
64. He is more clever than all the boys of his class.
65. This man is senior than that.
66. He wrote a best book.
67. He always practised the justice.
68. Justice of that man is well known.
69. You are not justice of the High Court.
70. You are almost Shakspeare in cleverness.
71. Your horse and my are both lame.
72. Bring me mine hat. I am bringing.
73. One must mind his own business.
74. We shall be glad to get your good news.
75. I and James will soon be there.
76. I have a knife. Do you want?
77. Look at the ape, who is climbing up a tree.
78. This is the same mistake which you made before.
79. You shall sleep well, if you are tired.
80. I did not yet finish the work.
81. I lived here for the last three years.
82. The rain has ceased yesterday.
83. I had sent notice in December last.
84. The doctor came to see the patient who was long ill.
85. Bring me a chair to sit.
86. He is the candidate failed last year.
87. I was pleased at him returning so soon.
88. We should refrain to do evil.
89. Bad water is quite unwholesome.
90. Of course he is very industrious.
91. I will inform to your father.

92. This work must be done within four o'clock.
 93. The school will re-open after a week.
 94. The book was written by a steel pen.
 95. Until you stop here, you will find no time for work.
 96. No sooner he entered the room, than the clock struck twelve.
 97. He started early, because he might not be late.
 98. Unless you have no objection, I will leave this house to-morrow.

ANSWERS TO QUESTIONS IN PART IV.

I.

- I. (a) See *Mid. Gram.* p. 14.

An Abstract noun denotes some quality, state, or action, apart from any person or thing possessing the quality, etc. A Concrete noun denotes some object of sense.

Thus hardness is a quality belonging to a stone, or iron, or brick, etc.; and therefore "hardness" is an Abstract noun. But "stone," "iron," "brick," etc., since they denote objects possessing this quality, are Concrete nouns.

- (b) *Plurals*.—Plateaux, haloes, mangoes, knives, gulfs, axes, Turkomans, governors-general, data, radii, phenomena, banditti or bandits.

- II. (a) *But* with the force of a Relative pronoun. (*Gram.* p. 61.)

There was no one present *but* heard you laugh.

They as an Indefinite Demonstrative. (*Gram.* p. 58.)

They say that your school will be beaten at cricket.

Which as an Interrogative. (*Gram.* p. 62.)

Which of these books do you like best?

After as an Adjective. (*Gram.* p. 95.) Here some Principle like "coming" is understood after the adverb.

The *after* life is better than the present.

- (b) Bad, worse, worst.

Little, less (and sometimes lesser), least.

Many, more, most.

Forth, further, furthest. (*Gram.* p. 48.)

"Few books" means "not many," and implies a Negative.

"A few books" means "some books at least," and implies an Affirmative. (*Gram.* p. 34.)

"A red and yellow flag" is Singular, and denotes *one* flag, the colour of which is partly red and partly yellow.

"A red and a yellow flag" is Plural, and denotes *two* flags, one of which is red and the other yellow. (*Gram.* p. 167, Note to § 395, a.)

- III. (a) A *Factitive verb* is one which not only takes an Object, as ordinary Transitive verbs do, but requires some additional word or words called a Complement to make the predication complete. (*Gram.* p. 65.)

They found *him* (Object) *asleep* (Complement).

A *Cognate object* is one that is put after an Intransitive verb, and is implied already either wholly or partially in the verb itself. (*Gram.* p. 67.)

He has served his *apprenticeship* (his service as an apprentice).

A *Gerund* is a double part of speech, being partly a verb and partly a noun. (*Gram.* p. 9 and p. 90.)

He was fond of *hunting* foxes.

Here "hunting" is an Abstract noun, preceded by the preposition "of." It is also a Transitive verb having "foxes" for its Object.

A *Nominative absolute* is a noun or pronoun used with a participle, and having no grammatical connection with any word except the participle in the sentence. (See *Gram.* p. 11 and p. 162.)

The sun having set, the stars begin to come out.

(b) "In" denotes a large extent of time or space; "at" denotes a smaller one. (*Gram.* p. 104.)

He lives at Nuddea in the province of Bengal.

"With" denotes the instrument; "by" the agent. (*Gram.* p. 104.)

The tree was cut down *with* an axe *by* the woodman.

(c) Draw, drew, drawn.

Wring, wrung, wrung.

Bet, bet, bet.

Mow, mowed, mown.

Speed, sped, sped.

Rot, rotted, rotted or rotten.

Knit, knit or knitted, knit or knitted.

Miss, missed, missed.

IV. (a) Fall, fell; quail, quell; lie, lay; sit, set; rise, raise or rouse; drink, drench. (*Gram.* p. 69.)

(b) *Formation of Nouns* :—

Stroke from strike; height from high; growth from grow; denial from deny; speech from speak; ditch and diggings from dig.

Formation of Adjectives :—

Watery from water; gold or golden from gold; dangerous from danger; oceanic from ocean; natural from nature; temporal and timely from time.

Formation of Verbs :—

Graze from grass; kneel from knee; nestle from nest; breathe from breath; befriend from friend; germinate from germ.

V. (a) (i) "It" is the neuter pronoun of the Third person, and gives emphasis to the noun "yesterday." (*Gram.* p. 58.)

"But" is an adverb used in the sense of *only*, and qualifies the adjective "yester," with which the noun "day" is compounded.

"Only" is an adjective qualifying the noun "son." (*Gram.* p. 174.)

(ii.) *Both—and*. Cumulative conjunctions which go in a pair, and denote the union of two words or sentences in a strong or emphatic way. (*Gram.* p. 112, a.)

(b) (i.) None of us was so foolish as to believe such an absurd story.

(ii.) Not only I, *but* all other men declare this *to be* true.

(iii.) He would read *no* books other *than* novels.

VI. I *have been* attacked with fever *since* Monday last.

I feel *very* thirsty and my *sleep* is *generally much* disturbed.

(Here instead of putting "sleep" into the Plural number, we express plurality by inserting the word "generally.")

The doctor gave me some medicine and told me that I *should* be all right within a few days ; but it did me *no* good (or it *did not do* me any good).

VII. (i.) From Active to Passive :—

As his studies were neglected by him, was it hoped by any one that he would succeed in the examination ?

(ii.) From Passive to Active :—

It was not known to any one that an earthquake would destroy the whole city.

VIII. (a) (i.) He told his sons that he was old and about to die, and begged them not to quarrel after his death or leave the path of virtue.

(ii.) Govind asked the intruder to tell him who he was, and what had brought him there.

(iii.) I am sorry to confess that I have been very foolish.

(iv.) "Will you go to Calcutta ?" Gopal inquired of me.

(b) What a brave man he is ! (Exclamatory.)

Is he not a brave man ? (Interrogatory.) (When "not" is inserted into a question, the answer "yes" is expected : —"Yes ; he is a brave man.")

IX. Analysis of sentences :—

(i.)

	Connective.	Subject.	Adjunct to Subject.	PREDICATE.		Adjunct to Predicate.
				Verb.	Object.	
A. Princ. clause	..	(I)	..	thank	you,	..
B. Co-ord. to A.	..	I	..	have got	Clause C.	..
C. Nonn-clause to B.	what	I	..	wanted.	what	..

(ii.)

	Connective.	Subject.	Adjunct to Subject.	PREDICATE.		Adjunct to Predicate.
				Verb.	Object.	
A. Princ. clause	..	Nothing	..	can describe	the confusion of thought	..
B. Adj.-clause to A.	(that)	I	..	felt	(that)	..
C. Adv.-clause to B.	when	I	..	sank	..	into the water.

X. *Noun as Adjective* :—

They have left the *battle field*.

Adjective as Noun :—

None but the *brave* deserves the *fair*.

Infinitive as Subject to a verb :—

To see a thing is the best kind of evidence.

Noun-clause as Object to a verb :—

I did not hear *what you said*.

II.

I. See *Gram.* p. 27.

II. (a) "Are" here means "exist."

(b) "Should" here denotes duty.

(c) "Shalt" here denotes a command.

(d) "Will" here denotes not only Future time, but also intention.

(e) "Would" is here the Past tense of "will" in the sense of habit.

(f) "May" here denotes permission.

(g) "Did" is here a pro-verb, and stands for "worked."

(h) "May" is here used in the sense of wish.

(i) "Must" is here used in the sense of necessity.

(j) "Must" here denotes necessity.

(k) "May" here denotes purpose.

III. *Condole with* a person. Bestow it *on* him. I am angry *with* him. Beware *of* excess. I stood *on* the bridge *at* midnight. Do not listen *to* him. He laughed *at* me. Some evil hangs *over* you. She is now free *from* care. Have you disposed *of* your goods? I can dispense *with* your services. He is accustomed *to* hardships.IV. (a) *Nouns* :—

Frugality, vanity, poverty, sincerity, hospitality.

(b) *Adjectives* :—

Excessive, metallic, palatial, vicious, infantile.

(c) *Nouns* :—

Occupation, relief, choice, stealth, conference.

(d) *Verbs* :—

Strike, scribble, laugh, draw, converse.

V. (a) He asked me whether I was going.

(b) He told me to fetch that book.

(c) He advised me to go with him that day.

(d) He expressed regret that I was so unfortunate.

(e) He informed me that fever produces thirst.

In sentence (e) the verb "produces" has been retained in the Present tense, because it is intended to express a universal fact. (*Gram.* p. 184.)

VI. (a) "I am very ill," said he.

(b) I asked him, "What do you want?"

(c) I said to him, "You ought to be more polite."

(d) I said to him, "Be more careful in future."

VII. *Mis-lead* :—here "mis" means astray, in a wrong direction; *English*. *With-hold* :—here "with" means back; Eng-

lish. Demi-god :—"demi" means half ; Latin. Super-natural :—"super" means beyond or more than ; Latin. Eu-logy :—"eu" means well ; Greek. Hill-ock :—"ock" is a diminutive suffix ; English. Verb-ose :—"ose" means full of, abounding in ; Latin. Gentleman-ly :—"ly" is used for forming an adjective from a noun ; English. Cura-ble :—"ble" is an adjective suffix, and usually, as here, in a Passive sense ; Latin. Home-ward :—"ward" means in the direction of ; English. Patri-ot :—"ot" is a noun suffix signifying doer or person ; Greek. Patri-ot-ism :—"ism" is an abstract suffix denoting quality, character, creed, etc. ; Greek.

- VIII. A. Until all are delivered *Adv.-clause to B.*
 B. Never will I leave this world of sin,
 sorrow, and struggle *Princ. clause.*
 C. But (I) will remain *Co-ord. to B.*
 D. Where I am *Adv.-clause to C.*

Conne- ctive.	I. Sub- ject.	II. Attri- butive Adjunct.	III. PREDICATE.			IV. Adverbial Adjunct.
			Verb.	Object.	Comple- ment.	
A. Until	all	...	are delivered	...	...	...
B.	I	...	will leave	this world of sin, sorrow, and struggle	...	never,
C. But	(I)	...	will remain	...	...	Clause D.
D. Where	I	...	am	...	...	where

- IX. (a) "Doing" is here a gerund having "this" as its Object.
 (b) "Knowing" is here the Present Participle qualifying the pronoun "I."
 (c) "Drinking" is here a gerund used as an adjective for qualifying the noun "water." (See *Gram.* p. 164.)
 (d) "Preparing" is here a part of the Present Continuous tense, Indicative mood, Active voice, but used in a Passive sense. (See *Gram.* p. 71.)
 (e) "Repairing" is a Verbal noun proper—that is, a noun only, and not a verb at all ; because it is preceded by an article, and followed by the preposition "of." (See *Gram.* p. 92.)
 (f) "Supposing" is a Present Participle, used as an Impersonal Absolute. (See *Gram.* p. 168, Note 2.)
 X. In (a) the noun "command" is the Retained object to the Passive verb "was offered." (See *Gram.* p. 70.)
 In (b) "sleep" is the Cognate object to the Intransitive verb "slept." (*Gram.* p. 67.)

- In (c) "tastes" is a Transitive verb in the Active voice, but used in a Passive sense. (*Gram.* p. 71.)
 In (d) "methinks" is an Impersonal verb, signifying "I think." (*Gram.* p. 220.)
 In (e) "web-footed" is a Compound adjective; the latter part of the word is formed from a noun on the model of a Past Participle. (*Gram.* p. 89.)
 XI. In (a) "being fond" is equivalent to "because he is fond."
 In (b) "having seen" is equivalent to "after I had seen."
 In (c) "thinking" is equivalent to "while I was thinking."
 In (d) "being fatigued" is equivalent to "because I was fatigued." (*Gram.* p. 89.)

III.

- I. A-broad:—here the "a" is a contracted form of "on."
 (*Gram.* p. 192 and p. 99.)
 A-theist:—here the "a" is the Greek prefix signifying "not."
 (*Gram.* p. 196.)
 Green-ish:—the "ish" is an English suffix signifying "slightly."
 (*Gram.* p. 190.)
 Chick-en:—the "en" is an English diminutive suffix: thus "chicken" means a little cock or fowl. (*Gram.* p. 190.)
 To-day:—the "to" is an English prefix signifying "for" or "on." "To-day" means "on this day." (*Gram.* p. 192.)
 Un-worthy:—the "un" is an English prefix signifying "not."
 (*Gram.* p. 192.)
 Ante-cedent:—the "ante" is a Latin prefix signifying "before."
 (*Gram.* p. 195.)
 Anti-pathy:—the "anti" is a Greek prefix signifying "against."
 (*Gram.* p. 196.)
 King-dom:—the "dom" is an English abstract suffix signifying "state or jurisdiction." (*Gram.* p. 190.)
 Bishop-ric:—the "ric" is an English suffix signifying the same as "dom." (*Gram.* p. 190.)
 II. (a) From Active to Passive:—
 Happy (is) the man, whose wish and care are bounded by a few paternal acres, etc.
 (b) *Wish* is one of the objects to the verb "bound."
Content is an adjective qualifying the pronoun "whose" or the noun "man."
 (c) "Happy" is complement to the verb "is" understood, and qualifies the noun "man" indirectly. It is placed first for the sake of emphasis. (*Gram.* p. 67, *Note 2*, and p. 172.)
 III. (a) In (1) "that" is a Subordinative conjunction denoting a purpose.
 In (2) it is a Relative pronoun denoting restriction.
 In (3) it is a Subordinative conjunction used in an appositional sense.
 In (4) it is a Demonstrative pronoun used as a substitute for "light."
 In (5) it is a Subordinative conjunction denoting effect or consequence.

In (6) it is a Demonstrative adjective qualifying the noun "book."

(b) In (1) "but" is an Adversative or Contrasting conjunction of the Co-ordinative class.

In (2) it is an Adversative conjunction, having the force of "who not." (See *Gram.* p. 61.)

In (3) it is an adverb qualifying the adjective "one," and signifying "only."

In (4) it is a preposition signifying exception, and has the Noun-Infinitive "think" for its object. (*Gram.* p. 85.)

In (5) it is a Subordinative conjunction signifying "if not."

(c) I cannot *do anything* but or except to think that you are wrong.

The Simple or Noun-Infinitive can be preceded by *than*; as—
He did nothing else *than laugh*.

It can be preceded by the preposition "about"; as—
He is *about to be married*. (*Gram.* p. 86.)

(d) The "to" is omitted (1) after the verbs *hear, see, need, feel, dare, make, let, bid, watch, behold, know*; (2) after all the Auxiliary verbs; (3) after the verb "had" in such phrases as "had sooner," "had rather," etc.; (4) after the prepositions *but* and *than* (see *Gram.* pp. 74, 75); (5) after the phrase "had better"; as, "You had better *go* away at once." (*Gram.* pp. 84, 85.)

IV. The forming of Nouns:—

Freedom, falsehood, pleasantry, foreigner, vanity, opposition, removal, safety, building, knowledge.

The forming of Adjectives:—

Bestial or beastly, muddy, wretched, merry or mirthful, homely, fearful, offensive, pardonable, industrious or industrial, joyful.

The forming of Verbs:—

Enjoy, practise, falsify, breathe, graze, wreathe, befriend, darken, imperil.

The forming of Adverbs:—

Drily, much, happily, wholly, humbly, knowingly, advisedly.

V. (a) A troop of boys were playing *on* the edge of a pond, when, perceiving a number of frogs *in* the water, they began to pelt them *with* stones. They had already killed many of the poor creatures, when one more hardy than the rest, putting his head *out of* water, cried *to* them:—"Stop your cruel sport, my lads; consider what is play *to* you is death *to* us."

(b) The verb "were playing" is Plural, because its subject "troop" is here a noun of Multitude rather than a Collective noun. (See *Gram.* p. 13 and p. 167.)

VI. (a) She addressed Hercules in an endearing tone and said that she found he was very much divided in his thoughts upon the way of life that he ought to choose; she advised him to be her friend and follow her.

(b) Luckman calmly told him in reply that he sowed oats in the hope of getting barley. His master then inquired as to

the source from which he had got such foolish notions, and whether he had ever heard of such a thing. To this Luckman replied in the affirmative, and told him that he (his master) was himself constantly sowing in the field of the world the seeds of evil, and yet expected at the last day to reap the fruit of virtue: he (Luckman) therefore thought that he might get barley by sowing oats.
(On the removal of ambiguity as to the reference of the pronoun, see *Gram.* p. 181.)

- (c) In sentence (a) "much" is the proper adverb to use for qualifying a participle like "divided." This is the adverb of degree used for qualifying *Past Participles* and the *Comparative degree of adjectives*.

"Very" is the proper adverb to use for qualifying adjectives in the *Positive degree* or another adverb like "much."
(See *Gram.* p. 157.)

- VII. (a) The main meanings of "would" as an Auxiliary verb are:—

(1) As a sign of the Subjunctive mood:—

I would do this, if I dared.

(2) In the sense of wish:—

Would that (I wish that) you would be more industrious.

(3) In the sense of habit:—

He would come to see me every morning.

(4) In the sense of willingness followed by action:—

He would not (was unwilling to) sign his name.

This implies that he *did not* sign it.

- (b) When "will" is conjugated as a main or independent verb of the Weak conjugation, so as to form its *Past tense* in "willed," it means to leave or give something by a will or testament; as—

He willed half his property to his daughter.

- VIII. (a) Doe, feminine; buck, masculine.

Ox, masculine; cow, feminine.

Goose, feminine; gander, masculine.

Niece, feminine; nephew, masculine.

Sir, masculine; madam, feminine.

Uncle, masculine; aunt, feminine.

Widow, feminine; widower, masculine.

Hero, masculine; heroine, feminine.

Belle, feminine; beau, masculine.

Bride, feminine; bridegroom, masculine.

- (b) Woman, women. Goose, geese. City, cities. Brother, brothers (sons of the same parents); and brethren (members of the same society). Index, indexes (tables of contents); indices, signs in algebra.

- IX. (a) Has the door been shut by you? I am barked at by the dog. This plan was adhered to by them. Two horses were sold him by them. By whom was all the world made, and by whom is it governed? When was that man last seen by you? By how many doctors has that patient been attended? Can he be depended on by us? That fault will be repented of by you.

- (b) The multitude stared at the prisoner. Man alone knows how to spell, read, and write. The annual rains make the soil of India fertile. Have you shut the door? They refused me the loan of that book. He laid bare their designs. His creditors talked much about his debts. The masters gave the boy a prize.

- X. (a) A. Azgid now breathed more freely. *Princ. clause.*
 B. And (Azgid) was in hopes. *Co-ord. to A.*
 C. That his tormentor had retired to some secluded part of the building. *Noun-clause to B.*
 D. And (that his tormentor) had gone to sleep. *Co-ord. to C.*
 E. But he was bound to be disappointed. *Co-ord. to B.*
 F. For in a short time he heard the faint steps approaching nearer and nearer. *Co-ord. to E.*
 G. And (he) perceived. *Co-ord. to F.*
 H. That the beast stopped every now and then, snuffing with its nose. *Noun-clause to G.*
 I. As (he would stop). *Adverb-clause to H.*
 J. If it were in search of some one. *Adverb-clause to I.*

(b)

PREDICATE.			Adverbial Adjunct.
Verb.	Object.	Complement.	
A. Breathed	...	...	(1) now,
B. Was	...	in hopes	(2) more freely,
C. Had retired	...	...	to some secluded
			part of the
			building,
D. Had gone	...	...	to sleep ;
E. Was bound	...	to be	...
		disappointed ;	
F. Heard	the faint steps	approaching ;	in a short time,
		nearer and	
		nearer	
G. Perceived	Clause H.	...	
H. Stopped	...	...	(1) every now
			and then,
			(2) snuffing with
			its nose,
I. Would stop	...	...	...
J. Were	...	in search of	...
		some one.	

IV.

- I. Strong verbs are those that change the inside vowel of the Present tense for forming the Past tense and Past Participle; some of them add *en* to the Past Participle. Weak verbs are those that do not change the inside vowel, but simply add *ed*, *d*, or *t*. (See *Gram.* p. 206.)

	<i>Present.</i>	<i>Past.</i>	<i>Past Participle.</i>
Strong	steal	stole	stolen
Strong	choose	chose	chosen
Strong	lie	lay	lain
Weak	lay	laid	laid
Mixed	hang	hanged or hung	hanged or hung
Mixed	do	did	done
Weak	creep	crept	crept
Weak	burst	burst	burst
Strong	hide	hid	hidden or hid

- II. *Continue.* Continuance, continuation; continual, continuous; continually, continuously.
Civil. Civilise; civilly; civility.
Effectually. Effect; effectual; effect.
Prosperity. Prosperous; prosper; prosperously.
- III. (a) "I am very ill," said he.
 (b) I asked what it was he wanted.
 (c) "You ought to be more polite," said I to him.
 (d) A well-known proverb tells us that a stitch in time saves nine.
 (e) "Be more careful in future," said I to him.
- IV. (a) Belle, hind, heroine, poetess, slut or bitch, mare.
 (b) (1) "Horse" is here in the common gender, because "horse" is the generic name for the equine species, and no question of gender comes into the statement. "Horse" is the complement to the verb "is," and is intended to be of a wider signification than the subject "mare." (*Gram.* p. 20.)
 (2) The "moon" is personified as a goddess, and therefore the Possessive pronoun is in the Feminine gender. In English poetry, the moon is personified as a goddess or female, and the sun as a god or male.
 (3) "It" is here in the neuter gender, as a sign of endearment (*Gram.* p. 58.)
 (4) Here "virtue" is Feminine, on the same principle as "moon" in example (2).
- V. *Dia-meter*:—"dia" is a Greek prefix, signifying through. (*Gram.* p. 196.)
Man-hood:—"hood" is an abstract suffix of English origin. (*Gram.* p. 190.)
Dent-ist:—"ist" is a suffix denoting person, of Greek origin. (*Gram.* p. 194.)
Serv-ile:—"ile" is an adjective suffix of Latin origin. (See *Gram.* p. 194.)

Ag-grav-ate:—"ag" is a form of "ad," a prefix of Latin origin, signifying "to." (*Gram.* p. 195.) The "ate" is a verb suffix of Latin origin. (*Gram.* p. 194.)

Peri-od:—"peri" is a prefix of Greek origin, signifying around. (*Gram.* p. 197.)

Com-pete:—"com" is a form of "con," a prefix of Latin origin, signifying "with." (*Gram.* p. 195.)

Approach:—"ap" is a form of "ad," explained above.

Laugh-able:—"able" is an adjective suffix of Latin origin, with usually a Passive meaning. (*Gram.* p. 194.)

Tru-th:—"th" is an abstract suffix of English origin. (*Gram.* p. 190.)

Mod-el:—"el" is a diminutive suffix of Latin origin. (*Gram.* p. 193.)

Chari-ot:—"ot" is a diminutive suffix of Latin origin. (*Gram.* p. 193.)

Serv-ice:—"ice" is an abstract suffix of Latin origin. (*Gram.* p. 193.)

Un-lock:—"un" is an English prefix, signifying back or reversal. (*Gram.* p. 192.)

Un-wise:—"un" is an English prefix, signifying not. (*Gram.* p. 192.)

Home-ward:—"ward" is an adverbial suffix of English origin, signifying direction to. (*Gram.* p. 190.)

Need-s:—"s" is an adverbial suffix of English origin, and is a sign of the Possessive case. (*Gram.* p. 191.)

Black-en:—"en" is a verb suffix of English origin. (*Gram.* p. 190.)

VI. See *Gram.* p. 137.

- VII. (a) A. Then he considered *Princ. clause.*
 B. How just and merciful a king this
 Duncan had been *Noun-clause to A.*
 C. How clear of offence (he had been)
 to his subjects *Co-ord. to B.*
 D. How loving (he had been) to his
 subjects *Co-ord. to A and B.*
 E. And (how loving he had been) in
 particular to himself *Co-ord. to A, B, and C.*
 F. That such kings are the peculiar
 care of heaven. *Noun clause to A.*
 G. And (that) their subjects are
 doubly bound to avenge their
 death *Co-ord. to F.*

Connective.	I. Subject.	II. Attributive Adjunct.	III. PREDICATE.			IV. Adverbial Adjunct.
			Verb.	Object.	Complement.	
A.	He	..	considered	Clauses B to G.	..	then
B. How	Duncan	this	had been	..	just and merciful a king,	..
C. How	(he)	..	(had been)	..	clear of offence to his subjects,	..
D. How	(he)	..	(had been)	..	loving to his subjects,	..
E. And how	(he)	..	(had been)	..	loving in particular to himself;	..
F. That	kings	such	are	..	the peculiar care of heaven,	..
G. And that	subjects	their	are	..	doubly bound to avenge their death.	..

- (b) A. Tell me not in mournful numbers *Princ. clause.*
 B. "Life is but an empty dream" *Noun-clause to A.*
 C. For the soul is dead *Co-ord. to A.*
 D. That slumbers *Adj.-clause to C.*
 E. And things are not *Co-ord. to C.*
 F. What they seem *Noun-clause to E.*

Clause.	Connective.	I. Subject.	II. Attributive Adjunct.	III. PREDICATE.			IV. Adverbial Adjunct.
				Verb.	Object.	Complement.	
A.	..	(thou)	..	tell not	(a) me	..	in mournful numbers
B.	..	life	..	is	(b) Clause B.	but an empty dream;	
C.	for	the soul	..	is	..	dead	..
D.	that	that	..	slumbers,	..	..	..
E.	and	things	..	are not	..	..	..
F.	what	they	..	seem.	..	Clause F. what	..

VIII. (a) The thief, when pursued *by* the policeman, made straight *for* the river, and swam *across* it, though he had to struggle hard *against* the current.

(b) The words "he was" are understood. (*Gram.* p. 137.)

(c) The Reflexive pronoun "himself" is omitted after "made." Parallel examples:—The thief made (himself) off with the money. His conduct makes (itself) for peace. (*Gram.* p. 66.)

IX. (a) Nominative absolute. (*Gram.* p. 162.)

(b) A Gerund used as an adjective to qualify another noun. (*Gram.* p. 164.)

(c) The verb is Singular, because the two Subjects denote *one*

person, and they relate to *one* person because the article is mentioned only *once*. (*Gram.* pp. 166, 167.)

- (d) The verb is Singular, because the two nouns joined by *and* are considered to denote a single object or notion. (*Gram.* p. 167.)
- (e) The verb "has" is in the Third person, because when two Nominatives are joined by "or," the verb agrees with the Nominative nearest to it. (*Gram.* p. 166.)
- (f) The Apostrophe *s* is omitted in the noun "brother's," because two Possessive nouns are in apposition: the *s* need not be written more than once. (*Gram.* p. 163.)
- (g) The adjective "slow" is here substituted for the adverb "slowly," because in poetry an adverb qualifying a verb can be changed into an adjective qualifying the Subject to the verb. The adjective then becomes an "adverbial adjunct." (*Gram.* p. 164.)
- (h) The verb "is" is in the Third person, and not in the Second, because its Subject "who" agrees with the antecedent nearest to it. (*Gram.* p. 165.) The nearest antecedent is "man," and the farthest is "you."
- (i) The adverb "up" can be coupled with the participle "doing," because both are complements to the verb "be," and are therefore doing the same work in the sentence.
- (j) The verb is in the Subjunctive, because it does not assert a fact, but implies a doubt or supposition. (*Gram.* p. 83.)
- X. *Pythias*. Before my execution I request but one favour of you; which is, that I may be permitted to visit my wife and children, who are at this time at a considerable distance from me; and I promise faithfully to return by the day appointed.

Dionysius. I refuse to grant this, unless some person can be found, who will consent to suffer death in your stead, if you do not perform your promise.

V.

I. (a)

Nouns.	Adjectives and Participles.	Verbs.	Pronouns.
Night	last	was sitting	his
Year	old	was	it
Man	alone	made	one
House	sorrowful	began	that
State	wild	think	him
Night	stormy	continued	his
Storm	lonely	might be seen	he
Life	sad		
Tears	past		
Eyes	thinking		
	falling		

- (b) *Alone*. This is an adjective indirectly qualifying the verb "was sitting." It can be parsed as an adverbial adjunct to the verb, because, although it is an adjective, it does the work of an adverb. (*Gram.* p. 164.)
House. This is a Common noun, and is Complement to the verb "was" understood.
Thinking. This is the Present Participle, Active voice, Complement to the verb "continued." (*Gram.* p. 67.)
- (c) "Alone" means unaccompanied by any one else.
 "Lonely" means solitary, and is applied to places rather than to persons or things.
- II. (a) The adjective "alone" can be coupled with the phrase "in a sorrowful state," because both are adverbial adjuncts to the same verb, "was sitting."
- (b) The "it" throws additional force or emphasis on the words "not the storm." (*Gram.* p. 58.)
- III. (a) Bassanio, affectionately addressing Portia, told her that those were a few of the most unpleasant words that had ever blotted paper; and gently informed her that when he first imparted his love to her, he freely told her that all the wealth he had ran in his veins; but that he ought to have told her that, being in debt, he had less than nothing.
- (b) Israel said that it was enough, that Joseph his son was yet alive, and that he would go and see him before he died.
- IV. Tell me, if you can, of a single instance in which you have succeeded. If you cannot do so, you must give me some better reason than your mere word for believing that you are blameless. I will inquire into the facts, and judge for myself.
- V. (a) The Relative is Continuative, when it simply connects two independent sentences together; as, "I met a man to-day, *who* recognised me at once." This might be written, "I met a man to-day, *and he* recognised me at once."
 The Relative is Restrictive, when it restricts or qualifies the meaning of its antecedent, so as to introduce an Adjective-clause; as, "The man, *who* recognised me yesterday, met me again to-day." (*Gram.* p. 61.)
- (b) The most appropriate form of the Relative, when it is used in a Restrictive sense, is "that." (*Gram.* pp. 61, 62.)
- (c) (1) *Which he suffered*. Here the Relative is Restrictive.
Which was thereby. Here the Relative is Continuative, and might be changed to "and it."
 (2) *Where they arrived*. Here the Relative adverb is Continuative.
Which was given. Here it is Restrictive.
Where our town friend. Here it is Restrictive.
- VI. (a) Formation of Adjectives:—
 Easy, deadly, useful, poisonous, procurable, wise, helpful, miserly, inimical, trustful.
- (b) Formation of Nouns:—
 Allowance, acquirement or acquisition, conveyance,

density, expiry, transgression, opposition, resolution, darling.

(c) Formation of Verbs :—

Embody, imperil, betoken, accompany, throw, spoil, darken, receive, decide.

VII. (a) See *Gram.* p. 132.

(b) (1) A. Three highwaymen suddenly attacked a lonely traveller.

Princ. clause.

B. Who was crossing a dense forest at midnight

Adj.-clause to A.

(2) A. After they had assassinated him

Adv.-clause to B.

B. They plundered his carriage

Princ. clause.

C. In which was a large quantity of money and valuable goods

Adj.-clause to B.

D. And conveyed the treasure into their cave

Co-ord. to B.

E. (Which) they had so violently acquired

Adj.-clause to D.

F. And finally they sent the youngest of them into the town to procure food

Co-ord. to B and D.

Clause.	Connective.	I. Subject.	II. Attributive Adjunct.	III. PREDICATE.			IV. Adverbial Adjunct.
				Verb.	Object.	Complement.	
(1) A.	..	highwaymen	three	attacked	a lonely traveller	..	suddenly,
B.	who	who	..	was crossing	a dense forest	..	at midnight.
(2) A.	After	they	..	had assassinated	him,	..	..
B.	..	they	..	plundered	his carriage,	..	..
C.	in which	a quantity	(1) large (2) of money and valuable goods	was,	..	..	..
D.	and	(they)	..	conveyed	the treasure	..	into their cave
E.	(which)	they	..	had acquired	(which)	..	so violently;
F.	and	they	..	sent	the youngest of them	..	(1) finally (2) into the town (3) to procure food.

VIII. (a) I informed him that I *should* see him shortly.

(b) I was afraid that he *would* refuse my request.

(c) He was very hopeful that his son *would* succeed.

(d) He works hard that he *may* improve.

- (e) I went to his house that I *might tell* him the news.
 - (f) I never *saw* such a thing before, and I hope that I *shall* never *see* it again.
 - (g) Wherever the thief went, I *followed* him; and wherever he *may go* to-morrow, I *shall follow* him again.
 - (h) I heard yesterday that the thief *had been caught*.
 - (i) He told me that *he had seen* me before.
 - (j) He tried how far he *was* able to walk, and how quickly he *could go*.
 - (k) I came here in the hope that I *should find* you in better health.
 - (l) It made no difference to me whether he *was pleased* or not.
 - (m) I saw no sign that he *would get* better.
- IX.
- (a) I am now free *from* all sickness.
 - (b) He is disqualified *from* competing for a prize, since he has not attended long enough *in* the class.
 - (c) I am tired *of* doing nothing, and not at all tired *with* toil.
 - (d) I am much concerned *about* your success, although I have no personal concern *in* this matter.
 - (e) You are wanting *in* industry, and I am quite ashamed *of* your repeated failures.
 - (f) I have really worked hard *at* my books; but you are not at all sparing *of* blame, and I think I am not deserving *of* it.
 - (g) I shall be much obliged *to* you, if you will wait *for* me a little longer.
- X. See *Gram.* p. 141.
- (a) "As" is here a Subordinative conjunction signifying manner.
 - (b) It is here a Relative pronoun, having "such a fool" as its antecedent.
 - (c) It is here a Relative pronoun, having "the same book" as its antecedent.
 - (d) It is here a Subordinative conjunction signifying *time during which*.
 - (e) It is here a Subordinative conjunction signifying contrast:—"however hot the sun is," etc.
 - (f) It is here a Subordinative conjunction signifying "because."
 - (g) It here signifies "to what extent, or so far as I am man," etc. The construction is elliptical.

VI.

1. (a) In sentence (1) the phrase "with each other" should be changed to "with one another," because more than two animals are spoken of.
- (b) In sentence (1) the Reflexive pronoun is used, because the Subject "we" is talking about itself (ourselves).
In sentence (2) the Reflexive pronoun is used for the sake of emphasis. (See *Gram.* p. 53.)
- (c) In sentence (1) the adverb "immediately" qualifies the preposition "below" or the entire phrase "below ourselves."

- (d) In sentence (2) "but" is an adverb signifying "only."
 (On the different Parts of Speech of *but*, see *Gram.* p. 142.)
- II. (a) When a Participle is used as part of a tense, it is united with some Auxiliary verb; as, "*he has departed.*"
 When a Participle is used as an adjective, it is not united with any Auxiliary verb, but qualifies some noun or pronoun, as an adjective would do; as, "*a departed friend.*"
 (See *Gram.* p. 87.)

(b) *Part of a Tense.*

The wine was *drunk*.
 I am *bound* to do this.
 You have *got* much money.
 The boat had *sunk*.
 The stream has *shrunk*.
 The deer was *struck*.
 You have *worked* hard.
 The snow has *melted*.
 The flesh is *seethed*.
 The plank has *rotted*.
 The rock was *cleft*.

An Adjective.

A *drunken* man.
 My *bounden* duty.
 Ill-*gotten* wealth.
 A *sunken* boat.
 A *shrunk* stream.
 A *stricken* deer.
Wrought iron.
 A *molten* image.
Sodden flesh.
 A *rotten* plank.
 A *cloven* foot.

(Gram. pp. 208 and 210.)

- III. (a) Tyro, tyroes. Alley, alleys. Species, species. Radius, radii. Genus, genera. Bandit, banditti. Beau, beaux.
 (b) Man-servant, maid-servant. Beau, belle. Lad, lass. Wizard, witch. Widower, widow. Dog, slut or bitch. Bridegroom, bride. Hero, heroine.
- IV. (c) The fisherman informed the Duke in a humble tone that he (the Duke) need not go very far, as he would find the culprit at his own gate; that that porter of his refused to admit him (the fisherman), until he had promised him that he should have half of whatever he received for his fish.
- (b) "Yours" is a Double Possessive, the "r" being one Possessive sign, and the "s" another. The "of" denotes apposition; "that porter, namely yours." (*Gram.* p. 53.)
- (c) "Would not" here means *was not willing*. It is simply the Past tense of "will" and is not here a sign of the Subjunctive mood.
- (d) A. You need not go very far, my lord *Noun-clause to B.*
 B. Said the fisherman to the Duke. *Princ. clause.*
 C. You will find the culprit at your gate *Co-ord. to A.*
 D. That porter of yours would not let me in. *Co-ord. to A and C.*
 E. Until I had promised him *Adv.-clause to D.*
 F. That he should have half of *Noun-clause to E.*
 G. Whatever I received for my fish. *Noun-clause to F.*
- V. (a) Opposites:—
 Older, younger. Living, dead. Brave, timid. Straight, crooked. Sick, healthy. Success, failure. Show, conceal. Departure, arrival. Benevolent, malignant. Miser, spendthrift. Wisdom, folly. Abbreviation, enlargement.

(b) Verbs :—

Remind, shoot, populate, fail, persuade, give, round, advise, breathe.

(c) Adjectives :—

Homely, fortunate, faithful, nervous, manly, postal, cloudy, majestic, beautiful, sententious.

VI. A red horse. Another boy. Such a man. Such an idle boy.
What a fool. So stupid a girl. Too high a price. A
universal law. A one-eyed man. What a strange event.

VII. (a) Here *do* must be changed to *did*.

(b) Here *shall* must be changed to *should*.

(c) Here *may* must be changed to *might*.

(d) Here *will* must be changed to *would*.

(e) Here *has* must be changed to *had*.

(f) Here *will* must be changed to *would*, and *give* to *gave*.

(g) Here *is* must be changed to *was*.

(h) Here *saw* must be changed to *had seen*.

(i) Here *says* must be changed to *said*.

(j) Right.

(k) Right.

VIII.

	Finite Verb.	Object.	Complement.
(a)	Is	...	flooded with water.
(b)	Gave	(a) his son	...
(c)	Enjoys	(b) a severe flogging.	...
(d)	Died.	good health.	...
(e)	Asked for	...	...
(f)	Refused	a bit of bread and butter.	...
(g)	Is	to say anything about himself.	...
(h)	Ordered	...	sure to be surrounded by flatterers.
		the prisoner	to be fined 60 rupees.

IX. (1) Does she love me?

(2) Bees do not waste their honey.

(3) She did go. (*Gram.* p. 75.)

(4) A book was given him by her.

(5) Eagles' wings. Moses' laws.

(6) Shepherd, watch thy sheep.

(7) Were he here, I would thank him.

X. (a) Here the Imperative denotes a command.

(b) Here it denotes a precept.

(c) Here it denotes an entreaty.

(d) Here the *do* adds emphasis.

(e) Here the Imperative denotes a supposition.

(f) Here it is used absolutely. (See *Gram.* p. 81.)

VII.

- I. (a) Knives, grottos, beliefs, genera, genii.
 (b) Mistress, countess, goose, filly, dam.
 (c) Besought, sawed, sowed, fled, wore.
 (d) Deny, lose, vex or displease, quiet, latter.
- II. (a) In the Indicative mood we *assert* an action ; as, He comes.
 In the Imperative we *command* an action ; as, Come thou.
 In the Subjunctive we *suppose* an action ; as, If he come.
 (*Gram.* pp. 71, 72.)
 (b) A Finite verb is limited by the *number* and *person* of its Subject. An Infinitive verb has no Subject, and therefore no number or person. (*Gram.* p. 8 and p. 83.)
 (c) A Gerund is a kind of noun ; as, He is fond of *sleeping*. A Participle is a kind of adjective ; as, A *sleeping* cat.
 (d) A Gerund proper is a noun and verb combined ; as, "I am fond of hunting deer." Here "hunting" is a noun preceded by the preposition "of," and a verb having "deer" as its object.
 A Verbal noun is a noun only, and not a verb at all ; as, "The hunting of deer is good sport." Here "hunting" is preceded by an article, which a gerund cannot be, and is followed by the preposition "of," like an ordinary noun. (*Gram.* p. 92.)
- III. (a) "I shall go" expresses merely Future time. "I will go" expresses my *intention* to go. (*Gram.* p. 76.)
 (b) "You shall go" expresses that you are *ordered* to go. "You will go" merely denotes Future time. (*Gram.* p. 76.)
 (c) "I came" is the Past Indefinite in the ordinary sense. "I did come" is a more emphatic form of the Past Indefinite. (*Gram.* p. 75.)
 (d) "I am come" denotes the *state of the agent*, and has no special reference to the time of coming. Here "come" is a Participle, and complement to the verb "am." (*Gram.* pp. 75, 76.)
 "I have come" is the Present Perfect tense, and denotes especially *the time of the action*. Here "come" is not a Participle, but part of the tense.
 (e) "I came" is the Past Indefinite tense. "I had come" is the Past Perfect tense, and therefore it denotes the priority of the event to some other that is not here named. (*Gram.* p. 79.)
 (f) "He may come" means that he is permitted to come. "May he come" means "I hope that he will come." (*Gram.* pp. 216, 217.)
- IV. (a) When he was gone, the two who remained began to ask each other what use there was in their allowing that fellow to share in those handsome spoils ; they proposed to kill him as soon as he returned, and thus his part of the treasure would increase their own.
 (b) The younger one, as he was going into the town, thought in himself how happy he would be, if all that treasure they had just taken belonged to him ; so he decided that

He would poison his two companions, and then all the measure would be his.

V. Subject to a verb may be of five different kinds:—

- (1) *Direct*.—He taught *Euclid*.
- (2) *Indirect*.—He taught *his sons* Euclid.
- (3) *Retained*.—His sons were taught *Euclid*.
- (4) *Cognate*.—The fever must run *its course*.
- (5) *Reflexive*.—He sat *himself* down.

VI. (a) If you should come, we shall be glad to see you.

(b) Should you come, we shall be glad to see you.

(c) We should be glad to see you.

VII. (a) Here the Infinitive is the Simple, and is Subject to the verb *is*.

(b) Here the Infinitive is the Simple, and is Object to the verb *desire*.

(c) Here the Infinitive is the Simple, and is Complement to the verb *appears*.

(d) Here the Infinitive is the Simple, and is used absolutely in an exclamatory sense.

(e) Here the Infinitive is the Simple, and is Object to the preposition *about*.

(f) Here the Infinitive is Gerundial, and qualifies the verb *came*, as an adverb would do.

(g) Here the Infinitive is Gerundial, and qualifies the noun *chair*, as an adjective would do.

(h) Here the Infinitive is Gerundial, and is Complement to the verb *is*. It therefore qualifies the noun *house* indirectly or predicatively.

(i) Here the Infinitives are Gerundial, and qualify the adjectives *quick* and *slow*, as adverbs would do.

(j) Here the Infinitive is Gerundial, and is used absolutely. (*Gram.* pp. 85, 86.)

VIII. (a) We should refrain *from doing* evil.

(b) I prohibit you *from making* that noise.

(c) I take this opportunity *of sending* you a present.

(d) I insisted *on being heard* in my defence.

(e) The student succeeded *in passing*.

(f) He was confident *of succeeding*.

(g) Am I right *in supposing* that you are displeased?

(h) They dissuaded me *from remaining* at school.

(i) I despair *of passing* this examination.

(j) That noise hindered me *from working*.

(k) Abstain *from speaking* evil of others.

(l) He is intent *on quarrelling* about this trifle.

(m) I persisted *in saying* this.

(n) Do not prevent me *from working*.

(o) I am much alarmed *at hearing* such news.

IX. *Mon-astery*:—the *mon* is a Greek prefix, signifying alone.

(*Gram.* p. 197.)

Vice-roy:—the *vice* is a Latin prefix, and means in the place of.

(*Gram.* p. 196.)

An-arch-ist:—the *an* is a Greek prefix, signifying "not." (*Gram.*

p. 196.) The *ist* is a Greek suffix signifying person.

(*Gram.* p. 194)

Ante-ced-ent :—the *ante* is a Latin prefix, signifying before. (*Gram.* p. 195.) The *ent* is an adjective suffix of Latin origin. (*Gram.* p. 194.)

Shame-less :—the *less* is an English prefix, signifying without. (*Gram.* p. 190.)

Mani-fold :—the *fold* is an English suffix, signifying multiplication. (*Gram.* p. 191.)

Whi-ther :—the *ther* is an English suffix, signifying direction. (*Gram.* p. 191.)

Friend-ship :—the *ship* is an abstract suffix, of English origin. (*Gram.* p. 190.)

Mis-lead :—the *mis* is an English prefix, signifying wrongly. (*Gram.* p. 192.)

Un-truth :—the *un* is an English prefix, signifying not. (*Gram.* p. 192.)

Un-tie :—the *un* is an English prefix, signifying reversal. (*Gram.* p. 192.)

Fav-our :—the *our* is an abstract suffix of Latin origin. (*Gram.* p. 193.)

Priv-acy :—the *acy* is an abstract suffix of Latin origin. (*Gram.* p. 193.)

Capt-ive :—the *ive* is a Latin suffix, signifying person. (*Gram.* p. 193.)

Libr-ary :—the *ary* is a Latin suffix, signifying collection or place. (*Gram.* p. 193.)

Magni-fy :—the *fy* is a Latin suffix for forming verbs out of adjectives, and this in a Transitive or Causal sense. (*Gram.* p. 194.)

Dou-ble :—the *ble* is a Latin suffix, signifying multiplication. (*Gram.* p. 194.)

- X. (1) A. He gravely told them . . . *Princ. clause.*
 B. That an old witch had just come
 from the Malabar coast . . . *Noun-clause to A.*
 C. Who owed him a grudge . . . *Adj.-clause to B.*
 D. And (she had) performed a piece
 of counter-magic . . . *Co-ord. to B.*
 E. Which for a time rendered his
 spells fruitless . . . *Adj.-clause to D.*
- (2) A. In a short speech Pythias told the
 surrounding multitude . . . *Princ. clause.*
 B. That his dear friend, Damon, would
 soon arrive . . . *Noun-clause to A.*
 C. But he hoped . . . *Co-ord. to B.*
 D. (That he would) not (arrive) . . . *Noun-clause to C.*
 E. Before his own death had saved
 a life so valuable . . . *Adv.-clause to D.*
- (3) A. On the morrow he took out two pence . . . *Princ. clause.*
 B. And (he) gave them to the host . . . *Co-ord. to A.*
 C. And (he) said . . . *Co-ord. to A and B.*
 D. Take care of him . . . *Noun-clause to C.*
 E. And I will repay thee . . . *Co-ord. to D.*
 F. Whatsoever thou spendest more . . . *Noun-clause to E.*
 G. When I come again . . . *Adv.-clause to E.*

Clause.	Connective.	I. Subject.	II. Attributive Adjunct.	III. PREDICATE.			IV. Adverbial Adjunct.
				Verb.	Object.	Complement.	
(1) A.	..	He	..	told	(a) them (b) Clause B.	..	gravely
B.	that	a witch	old	had come	..	..	(1) just (2) from the Malabar coast,
C.	who	who	..	owed	(a) him (b) a grudge, a piece of counter-magic,	..	..
D.	and	(she)	..	(had) performed	his spells	..	..
E.	which	which	..	rendered	..	fruitless	for a time.
(2) A.	..	He	..	told	(a) the surrounding multitude (b) Clause B.	..	in a short speech
B.	that	friend	(1) his dear (2) Damon	would arrive	..	..	soon,
C.	but	he	..	hoped	Clause D.	..	..
D.	(that)	(he)	..	would not arrive	..	..	..
E.	before	death	his own	had saved	a life so valuable.	..	..
(3) A.	..	He	..	took out	two pence	..	on the morrow,
B.	and	(he)	..	gave	them	..	to the host
C.	and	(he)	..	said,	Clause D.	..	..
D.	..	(thou)	..	take	care of him,	..	..
E.	and	I	..	will repay	(a) thee (b) Clause F.	..	..
F.	whatsoever	thou	..	spendest	whatsoever more	..	..
G.	when	I	..	come again	..	..	when

VIII.

- I. (a) Here "one" is a Numeral adjective. (*Gram.* p. 33.)
 (b) Here "one" is an Indefinitive Demonstrative adjective. (*Gram.* p. 38.)
 (c) Here "one" is a Demonstrative pronoun, which saves the repetition of the noun "house." (*Gram.* p. 56.)
- II. (a) A Distributive adjective denotes that the things named are taken singly or in separate lots. (*Gram.* p. 39.)
 (b) (1) *Each* is used for one of two things or any number exceeding two. (*Gram.* p. 39):—
 The twenty men had *each* a gun.
 The two men had *each* a gun.

Every is never used when only two things are mentioned, but only when the number of things is greater than two. It means "*all* the individuals taken *singly*." (*Gram.* p. 39.)

Every man (out of the twenty present) had a gun.

- (2) *Each other*. This is used when two persons or things are concerned :—

The two men helped each other. (*Gram.* p. 40.)

One another. This is used when more than two persons or things are concerned :—

They all helped one another. (*Gram.* p. 40.)

Every other. This means every alternate or every second :—

The fever attacked him every other day. (*Gram.* p. 39.)

Another. This is used in *Affirmative* sentences, and is followed by a *Singular* noun. When the noun is Plural, the "an" is left out.

We found another book. (*Gram.* p. 38.)

Any other. This is used in *Negative* and *Interrogative* sentences, and can be followed by a Plural noun as well as by a Singular one :—

We did not find any other book.

Did you find any other book or books?

III. There are seven different substitutes :—

- | | |
|--|--------------------------|
| (1) A Participle. | } (<i>Gram.</i> p. 41.) |
| (2) An Adverb qualifying some participle understood. | |
| (3) A Noun or Gerund used as an adjective. | |
| (4) A Possessive noun or pronoun. | |
| (5) A Gerundial Infinitive. | |
| (6) A Preposition with object. | |
| (7) An Adjective-clause. | |

IV. (a) The first sentence denotes simply superiority in point of cleverness ; the second denotes the selection of one boy in preference to the other on grounds of superior cleverness. (*Gram.* p. 48.)

- (b) In the first phrase *two* persons are denoted, because the article is mentioned *twice*. In the second phrase *one* person is denoted, because the article is mentioned only *once*. (*Gram.* p. 167.)

- (c) The first sentence asserts that we *can* be diligent, if we choose. The second expresses a *wish* that we shall be diligent. (*Gram.* p. 217.)

- (d) The first sentence says that the closing of the school is the *cause* of our going ; for "since" is a conjunction of *cause*. (See *Gram.* p. 115.)

The second sentence says that the closing of the school is a *condition* of our going :—"We will go *on condition* that the school is closed." (See *Gram.* p. 116.)

- (e) The first phrase denotes a picture, in which the queen is the person painted,—the object of the painting.

The second denotes a picture which is the queen's property. (*Gram.* p. 23.)

In the first "of" denotes the object of the picture ; in the

second it either denotes apposition, or it makes a double possessive. (*Gram.* p. 23.)

- (f) The first sentence does not refer to the *time* in which the fading took place, but describes the *state* of the flower. Here "faded" is a Participle, and complement to the verb "is."

The second sentence denotes the *time* of the fading, namely the present time. "Has faded" is the Present Perfect tense; and hence "faded" is not here a Participle, but part of the tense. (*Gram.* p. 75.)

V. See *Gram.* pp. 163, 164.

VI. *Simple*.—Well, badly, together, wisely.

Relative.—Where, when, whence, how.

Interrogative.—Where? when? whence? how?

A Relative adverb is a double part of speech, because (1) it joins two sentences together: so far it is a kind of conjunction; (2) it qualifies the verb of its own sentence: so far it is an adverb. (*Gram.* p. 9 and p. 97.)

VII. (a) We knew him *at* a glance, as soon as he came *in* sight.

(b) The boat was tied *with* a rope.

(c) He entered *into* a secret compact.

(d) He has been ill *since* the 14th March 1894.

(e) He has worked hard *from* his childhood.

(f) You must be back *by* six o'clock.

(g) You must return *within* the next two hours.

(h) The holidays will begin *in* three days.

(i) The holidays will not begin *for* another week.

(j) He was attacked *by* robbers.

VIII. (1) Here *much* is in the same form as the corresponding adjective. (*Gram.* p. 98.)

(2) Here *wisely* is formed from the adjective "wise" by adding "ly." (*Gram.* p. 98.)

(3) These adverbs are formed from *who*, *he*, and *the* respectively. (See *Gram.* p. 99.)

(4) Here the adverb is a compound word,—compounded of the adverb "here" and the preposition "after." (*Gram.* p. 99.)

(5) "Of course" is an adverbial phrase, consisting of a noun and its preposition. (*Gram.* p. 99.)

(6) Here the adverb is compounded of *be* (an altered form of the preposition *by*), and the noun "times." (*Gram.* p. 99.)

(7) Here the adverb is compounded of *a* (an abridged form of *on*), and the noun "sleep." (*Gram.* p. 99.)

(8) Here the adverbial phrase consists of a preposition and an adjective, some noun being understood after the adjective. (*Gram.* p. 100.)

(9) Here the adverb is compounded of *a* (an abridged form of *on*), and the adjective "live," after which some noun is understood. (*Gram.* p. 100.)

(10) Here the adverb is a compound word,—compounded of an adjective and a noun. (*Gram.* p. 100.)

(11) Here the adverb is the Possessive case of the noun "need," with the apostrophe before the *s* omitted. (*Gram.* p. 99.)

- 12) Here the adverbial phrase consists of a preposition followed by an adverb. (*Gram.* p. 100.)
- IX. (a) Here some participle such as "reigning" is understood after "then," since a Simple adverb cannot qualify a noun. (*Gram.* p. 95.)
- (b) Here the Infinitive is gerundial, qualifying the noun "water." (*Gram.* p. 86.)
- (c) Here "much" is an adjective used as a noun. (*Gram.* p. 142.)
- (d) Here "thee" is the Personal pronoun used as Reflexive object to the Intransitive verb "fare." (*Gram.* p. 68.)
- (e) Here "oneself" is the Reflexive pronoun, used as object to the Intransitive verb "oversleep," as in the previous example.
- (f) Here "smells," though Active in form, is used in a Passive sense: "is smelt sour, or is sour when it is smelt." (See *Gram.* p. 71.)
- (g) Here "are beating," though Active in form, is used in a Passive sense. (*Gram.* p. 71.)
- (h) Here the "is" implies a fact. (*Gram.* p. 83.)
- (i) Here the "be" implies a doubt. (*Gram.* p. 83.)
- (j) Here "to tell" is the Gerundial Infinitive used absolutely, to make a parenthesis. (*Gram.* p. 86.)
- (k) Here "needs" is an adverb formed from the Possessive case of the noun "need." (*Gram.* p. 99.)
- (1) A. The king, expecting to hear something extraordinary, at once bade his treasurer count out the sum demanded by the darwesh . . . *Princ. clause.*
 B. Who was then in attendance . . . *Co-ord. to A.*
 C. Who after receiving it uttered this weighty maxim . . . *Co-ord. to A.*
 D. Begin nothing without considering . . . *Noun-clause to C.*
 E. What the end may be . . . *Noun-clause to D.*
- (2) A. What, then, is the difference but . . . *Princ. clause.*
 B. That you have been able to become a mightier robber . . . *Noun-clause to A.*
 C. Than I (am a mighty robber). . . *Adv.-clause to B.*
 D. As you were born a king . . . *Adv.-clause to B.*
 E. And I (was born) a private man . . . *Co-ord. to D.*
- (3) A. The sheriff visited the prisoner on the eve of the execution with that humanity . . . *Princ. clause.*
 B. Which is seldom wanting in an English gentleman . . . *Adj.-clause to A.*
 C. And (the sheriff) assured him . . . *Co-ord. to A.*
 D. That no indulgence consistent with the law would be refused him . . . *Noun-clause to C.*

Clause as A, B, C, etc.	Con- nective.	I. Sub- ject.	II. Attri- butive Adjunct.	III. PREDICATE.			IV. Adver- bial Ad- junct.
				Verb.	Object.	Comple- ment.	
(1) A.	..	The king,	expecting to hear something extra- ordinary,	bade	his treasurer	count out the sum demanded by the darwesh in attend- ance	at once,
B.	who	who	..	was	..	..	then,
C.	who	who	..	uttered	this weighty maxim	..	after receiv- ing it,
D.	..	(thou)	..	begin	nothing	..	without considering
E.	what	the end	..	may be.	..	what	..
(2) A.	..	What	..	is	..	the differ- ence but able to become a mightier robber	then
B.	that	you	..	have been	..	a mighty robber	..
C.	than	I	..	am	..	a mighty robber,	..
D.	as	you	..	were born	..	a king	..
E.	and	I	..	(was born)	..	a private man.	..
(3) A.	..	The sheriff	..	visited	the prisoner	..	(1) on the eve of the execution, (2) with that humanity seldom,
B.	which	which	..	is	..	wanting in an English gentle- man	..
C.	and	(the sheriff)	..	assured	(a) him	..	..
D.	that	indul- gence	(1) no (2) consis- tent with the law	should be refused	(b) Clause D. him.	..	..

IX.

I. (a) A Collective noun denotes the group as a single undivided whole; hence the verb to which it is subject is Singular:—

The jury *consists* of twelve persons.

A noun of Multitude denotes the individuals of whom the group is made up; and hence the verb to which it is subject is Plural:—

The jury *were* divided in their opinions. (*Gram.* p. 13.)

(b) A Collective noun is Neuter. (*Gram.* p. 17.)

- (c) A Collective noun is also a Common noun, because it may be given to many different groups of the same description. (*Gram.* p. 13.)
- II. See *Gram.* pp. 17, 18.
- III. (a) The old Possessive form was *es*; when the “*e*” was dropped, it was written ‘*s*, the comma or apostrophe being substituted for the lost “*e*.” (*Gram.* p. 21.)
- (b) There are five classes of nouns to which the Possessive case-ending is now restricted :—
- (1) Persons; as, Gopal’s books, children’s games.
 - (2) Other animals; as, The ape’s tail.
 - (3) Personified things; as, Fortune’s favourite.
 - (4) Nouns of Time, Space, or Weight; as, An hour’s walk.
 - (5) Certain dignified objects; as, The law’s delays.
- But the Possessive case can be more freely used in poetry :—
- From *Greenland’s* icy mountains,
From *India’s* coral strand,
Where *Afric’s* sunny fountains
Roll down their golden sand.
- (c) See *Gram.* p. 21, § 62.
- IV. (a) The first “the” is a Relative adverb, and the second a Demonstrative or Simple adverb.
- (b) The first “the” means “to what extent”; the second means “to that extent.”
- (c) These adverbs can never be used with adjectives or adverbs in the Positive or Superlative degrees.
- (d) “He did it the more gladly, because he was helping a friend.”
- This means “he did it *to that extent* or *on that account* more gladly, because,” etc.
- V. (a) The Past Indefinite tense relates to something entirely past, entirely removed from present time; as, He died yesterday. (*Gram.* p. 78.)
- The Present Perfect tense invariably connects a past event with present time; as, “He has come”; which means not only that he came, but that he *is still present*, and that he came at the time of speaking. (*Gram.* p. 78.)
- (b) (1) Here “am” is wrong, because it relates to present time only, whereas the phrase “for two days” shows that past time is also intended :—
- I *have been* ill for two days.
- (2) Here “lived” is wrong, because this tense relates to something entirely past and gone; whereas the phrase “for the last three years” shows that present time as well as past is intended :—
- I *have lived* here for the last three years.
- (3) Here “succeeded” is wrong, because the British Empire belongs to present time as well as to past :—
- The British Empire *has succeeded* to the Mogul.
- (4) Here “has fallen” is wrong, because the adverb “yesterday” shows that the event is no longer present, but entirely a thing of the past :—
- Rain *fell* yesterday.

VI.

	I. Subject.	II. Attributive Adjunct.	III. PREDICATE.			IV. Adverbial Adjunct.
			Verb.	Object.	Complement.	
1.	I	..	am determined	..	to run away from my master.	..
2.	He,	having formed this resolution,	found	an opportunity of leaving his master's house	..	speedily.
3.	He	..	wandered about	..	..	(1) all the day (2) through a vast and trackless forest. now.
4.	He	..	believed	his death	to be inevitable	..
5.	Androcles	..	acquired	courage to examine his monstrous guest	..	from this circumstance.
6.	The beast	..	gave	(a) him (b) sufficient licence for that purpose.	..	..
7.	The beast	..	received	it,	..	(1) far from resenting this familiarity, (2) with the greatest gentleness.
8.	Androcles	..	became	..	its guest	(1) from this moment (2) in the solitary cave.
9.	The laws	(1) of that country (2) being very severe against runaway slaves,	declared	him	guilty of having fled from his master.	..

VII. *These cattle are mine. He gave me a ten-rupee note. He gave me many words of abuse. Have you learnt the Hindi alphabet? There are many heathen in Asia. We have ten sheep and four goats. He has good pieces of furniture in his house. Keep the swine out of the garden. These vermin do much harm. He weighs twelve stone. They sent me all the items of information that they had heard. These people lived in Southern Europe. (See Gram. p. 27.)*

VIII. A noun understood :—The blind (*men*) receive their sight.

A pronoun :—Your horse is white ; mine is a black *one*.

A gerund :—He was fond of *sleeping*.

A Simple or Noun-Infinitive :—He desires *to succeed*.

A phrase used as a noun :—No one knew *how to do this*.

A Noun-clause :—*Who steals my purse* steals trash. (*Gram.* p. 16.)

IX. (a) The Simple Infinitive is equivalent to an Abstract noun.

The Gerundial Infinitive is equivalent to an adverb, when it qualifies a verb or adjective, and equivalent to an adjective, when it qualifies a noun :—

He came *to see* : (equivalent to an adverb).

Slow *to speak* : (equivalent to an adverb).

Water *to drink* : (equivalent to an adjective).

(b) The Infinitive is Gerundial in both sentences. In (1) it is like an *Attributive* adjective ; in (2) it is Predicative.

X. (1) The wind continued beating against the house *until* part of the roof was blown off.

(2) No sooner had he gone to rest *than* a telegram was brought in.

(3) Remain *where* thou art *till* I return from seeing the man *who* has sent for me.

(4) His success is the more creditable, *because* he had no help from any one, *although* many offered their assistance.

(5) He gave the boy a prize, not *because* he had actually earned one, but *that* he might be induced to work harder next term.

(6) Do *as* you are told, and then no one can blame you, *if* a mistake is made.

(7) I do not doubt *but* you will succeed in time, *if* only you will trust *that* your labours will be at last rewarded.

X.

I. (a) A noun is said to be Abstract, when it denotes some quality, state, or action apart from anything possessing the quality, etc. (*Gram.* p. 14.)

(b) Abstract nouns can be formed from :—

(1) Adjectives :—wise, wisdom.

(2) Common nouns :—hero, heroism.

(3) Verbs :—advise, advice.

(c) Sight, manhood, advice, bondage, wisdom, heat, solitude, defence, thought, agency, bankruptcy, judgment, pleasure, seizure, ownership, failure, laughter, heroism.

II. (a) It is called the tense of Science, because this is the tense to be used for describing anything that is universally and always true. (*Gram.* p. 77.)

(b) The other senses (see *Gram.* p. 77) are :—

(1) Present time ; as, I *understand* what you *say*.

(2) Future time ; as, He *comes* in a few days' time.

(3) Past time ; as, Baber now *leads* his men through the Khyber Pass. (This is called the Historic present.)

III. (a) A *passed* candidate ; that is, a candidate who passed at some specific examination.

- (b) A *retired* man; a man who has made a habit of retiring from the public view.

(Examples of adjectives formed from nouns on the same model as Past Participles are given in *Gram.* p. 89.)

- IV. (1) Direct object :—He shot *a cat*.
 (2) Indirect object :—He gave *me* a book.
 (3) Cognate object :—He shouted *applause*.
 (4) Reflexive object :—He overslept *himself*.
 (5) Retained object :—A book was lent *me*.
 V. In (a) the “it” has reference to the phrase, “to hear such news.”

It—namely, to hear such news—is sad.

In (b) the “it” is a Demonstrative pronoun, and saves the repetition of the clause, “he told a lie.”

In (c) the “it” gives emphasis to the noun, “six o’clock.”

In (d) the “it” stands for some noun implied by the context :—

The air or the temperature is very hot to-day.

In (e) the “it” implies endearment.

In (f) it implies contempt. (*Gram.* p. 55 and p. 58.)

- VI. In (a) *farther* means more distant; *further* means something more or something additional.

In (b) *latest* denotes time; *last* denotes position.

In (c) *eldest* means first-born; *oldest* means “of the greatest age.” (*Gram.* p. 50.)

- VII. (a) The river has *over-flowed* its banks.

(b) The dog barks *at* me.

The verbs “flow” and “bark” are both Intransitive, until a preposition is joined to them.

Such verbs can be used in the Passive voice; as—

The banks were overflowed.

I was barked at by the dog.

- VIII. (1) Here “than” is a preposition, and “graduate” is its object.
 (2) Here “than” is a Subordinative conjunction, and the verb “he loves” is understood after it.
 (3) Here “than” is a preposition, and “whom” is its object.
 (4) Here “than” is a preposition, and the Simple or Noun-Infinitive “laugh” is its object.
 (5) Here “than” is a preposition, and “ten rupees” is its object.
 (6) Here “than” is a preposition, and “what he asked for” is its object. (*Gram.* p. 110.)

- IX. (1) She asked me whether I had won a prize.

(2) James replied that he would not return home that day.

(3) Mary remarked to her brother that the day was very hot.

(4) A. inquired of B. where the book was that he had given him.

(5) The wife begged her husband not to stay long.

(6) The master ordered his servant to remain there till he returned.

- X. (1) If that *is* true, and I am sure of it, he *will* be heavily fined.

(2) If that *be* true, and I am not sure whether it is or not, he *will* be heavily fined.

- (3) You *shall* be heavily fined for having disobeyed me.
- (4) We are quite determined that such a thing *shall* never happen again.
- (5) He stipulated that I *should* give him security for payment.
- (6) I am quite confident that you *will* succeed after all.
- (7) The fact that all men *are* agreed that the earth *is* round convinced me that the statement *is* true. (*Gram.* p. 178.)
- (8) They set a watch lest any of the captives *should* get secret help.
- (9) I was afraid that he *would* be lazy.
- (10) I *could* do it, I am sure, if I tried.
- (11) If he *had* seen me, he *would* have known me.
- (12) No sooner *does* he sit down, than he falls asleep.

XI.

- I. "Many a" is followed by a Singular noun, because it means many times one; as—

Many a *man* knows better than you do.

"A many" is followed by a Plural noun, because "many" here is a noun signifying multitude, and the preposition "of" is understood after it; as—

A many *men* were slain in that battle. (*Gram.* p. 35.)

- II. (a) They both belong to the class of Demonstrative adjective; since "a" is an abridged form of "one," and "the" is an abridged form of "this" or "that."

(b) "An" is used before a vowel or silent *h*; as, An hour, an apple; and before a non-silent *h*, provided that the accent of the word is thrown on the *second* syllable; as, "an histor-ical record."

"A" is used before consonants, before the long sound of *u*, as, "a useful thing," and before *o* when it is sounded as *wu*, as, "a one-eyed man." (*Gram.* p. 36.)

III. *Such*.

He told me *such and such* news. (*Gram.* p. 37.)

The other.

He called upon me *the other* day; (that is, a few days ago).

One.

One Mr. J. called on me to-day. (*Gram.* p. 38.)

One should take care of *one's* health. (*Gram.* p. 58.)

They.

They say that the bank is about to break. (*Gram.* p. 58.)

- IV. A Transitive verb is one in which the action does not stop with the agent, but passes from the agent to something else:—

He shot the boar.

An Intransitive verb is one in which the action stops with the agent, and does not pass from the agent to anything else:—

The boar sleeps.

An Auxiliary verb is one which *helps* other verbs to form their tenses and moods, or to express some special shade of meaning; as—

I *am* coming.

A Defective verb is one that is deficient or wanting in some of its parts ; as—

We *must* go. (*Gram.* p. 64.)

V. (a) Any word or phrase, which completes the sense of a verb by supplying what the verb left unsaid, is called the Complement. This does not include, however, either the object to a Transitive verb or the Cognate object to an Intransitive one. (*Gram.* p. 10 and p. 65.)

(b) The two kinds of verbs which take a Complement are—(1) Factitive verbs, Transitive, and (2) Intransitive verbs of Incomplete Predication.

(1) We found the boy *asleep*. (Factitive.)

(2) The dog fell *asleep*. (Intransitive.)

The first is called the Objective complement, because it relates to the object to the verb, "boy." The second is called the Subjective complement, because it relates to the subject to the verb, "dog." (*Gram.* p. 67.)

(c) The grammatical forms are the same for both classes of verbs, and are seven in number. (*Gram.* p. 66 and p. 67.)

Noun.—They made him *king*.

Adjective.—That drove him *mad*.

Participle.—That set him *weeping*.

Prep. with object.—That drove him *out of his mind*.

Infinitive.—That made him *weep*.

Adverb.—They left him *behind*.

Clause.—We have made him *what he is*.

VI. In (1) the Cognate object "life" is directly formed from the verb "lived."

In (2) the Cognate noun "way" is similar in meaning to the verb "went."

In (3) the Cognate noun "applause" can be said to qualify the noun "shout" understood :—

They shouted a shout of applause.

In (4) the Cognate noun "shout" is understood after the adjective "loudest."

In (5) the Demonstrative "it" stands for the noun "fight," which is implied in the foregoing verb "fought." (*Gram.* p. 67.)

VII. (a) I *am not pleased* at this. I *seem to be invited* to leave the house by the fresh air and the bright sun. You should have heard the bells *being rung* by them. It *was said* by them that strange words *were spoken* by him in his sleep. A money order *was applied for* by him at the post-office. Rome shall perish—*let* that word *be written* in the blood that *has been spilt* by her.

(b) Every one was pleased, when *they saw* his face. We *pitched* our camp near the river. They *had planted* their orchard on the side of the hill. We all *knew* him well. One must *endure* what one cannot *cure*. No one ever *saw* such a brave act before.

VIII. He can *neither* read nor write. Precept is not so forcible *as* example. Mary reads well, *but* Ann reads better. I am taller *than* my father. He was so idle *that* he was dis-

missed. Although they are poor, *yet* they are extravagant. I will go, *if* you wish me. It is now ten years *since* my mother died.

IX. (a) (1) I am *much* surprised to hear such news.

(2) I was *very* sorry to see that accident.

(3) Your spelling is *very* accurate.

(4) This bridge is *very* dangerous.

(5) The air is *much* hotter to-day than yesterday.

(6) I accept your offer *very* gladly.

(7) I was *a little* vexed at having failed.

(8) He was *little* pleased at his failure.

(9) He is *a very* pleasing poet.

(b) In (1) "very" is wrongly used with a Past participle.

In (2) "much" is wrongly used with an adjective in the Positive degree.

In (3) "too" is wrongly used, because it makes nonsense; the word "too" means more than enough.

In (4) "quite" is wrongly used, because it means "completely," "perfectly."

In (5) "very" is wrongly used with an adjective in the Comparative degree.

In (6) "much" is wrongly used with an adverb in the Positive degree.

In (7) "little" is out of place, because it has a negative sense.

In (8) "a little" is out of place, because it has an affirmative sense.

In (9) "much" is out of place, because it is not used for qualifying a Present participle.

X. (a) A. When an elephant is suddenly disturbed

Adv.-clause to B.

B. It will burst away with a rush

Princ. clause.

C. That seems to bear down all before it

Adj.-clause to B.

D. But the noise thus suddenly made sinks so suddenly and into such absolute stillness

Co-ord. to B.

E. That a novice might well be led to suppose

Adv.-clause to D.

F. That the fugitive had made a halt within only a few yards of the spot

Noun-clause to E.

G. When further search would show him

Co-ord. to D.

H. That it has stolen silently away to a distance of several miles

Noun-clause to G.

(b)

Clause.	Connective.	I. Subject.	II. Attributive Adjunct.	III. PREDICATE.			IV. Adverbial Adjunct.
				Verb.	Object.	Complement.	
A.	When	an elephant	..	is	..	disturbed	suddenly,
B.	..	it	..	will burst away	..	..	with a rush
C.	that	(that)	..	seems	..	to bear down all before it;	..
D.	but	the noise	thus suddenly made	sinks	..	..	(1) so suddenly (2) and into such absolute stillness, well
E.	that	a novice	..	might be led	..	to suppose	..
F.	that	the fugitive	..	had made	a halt	..	within only a few yards of the spot,
G.	when	search	further	would show	(a) him (b) Clause H.	..	..
H.	that	it	..	has stolen away	..	..	(1) silently (2) to a distance of several miles.

(c) "When" in clause G is used in the sense of contrast, and means the same as *whereas*,—an Adversative conjunction.

XII.

- I. *Gender*: that difference in the form of a Noun which shows whether we are speaking of a male or female. (*Gram.* p. 17.)
Case: the relation in which a Noun stands to some other word or words in the sentence, or the *form* by which any such relation is indicated. (*Gram.* p. 21.)
Cognate object: the object to an Intransitive verb; such an object is more or less implied in the verb itself. (*Gram.* p. 67.)
Antecedent: the noun, personal pronoun, phrase, or clause to which a Relative or Demonstrative pronoun (or adverb) refers.
- II. (i.) A participle is a kind of adjective; a gerund is a kind of noun.
(ii.) Both are adjectives of Quantity; "some" is used in Affirmative sentences; "any" in Negative ones. (*Gram.* p. 32.)
(iii.) "Few" implies a Negative, *not many*. "A few" implies an Affirmative, *some at least*. "The few" implies both a Negative and an Affirmative. (*Gram.* p. 34.)
(iv.) The Complement to a verb is *Subjective*, when it pertains to the subject; that is, when the verb is either Intransitive or a Factitive verb in the Passive voice.
The Complement is *Objective*, when it pertains to the object;

that is, when the verb is a Factitive verb in the Active voice. (*Gram.* p. 67.)

(v.) The object is *Direct* when it pertains to a thing, and *Indirect* when it pertains to a person or other animal. (*Gram.* p. 65.)

(vi.) The word is a pronoun when it is a *substitute* for some noun, phrase, or clause.

It is an adjective when it *restricts* or *qualifies* some noun expressed, or requires some noun to be understood after it. (*Gram.* p. 55.)

III. (a) Belle, heifer, spawner, mistress.

(b) Provisos, potatoes, theses, genera.

(c) Men's, children's, months', thieves'.

(d) Late, later or latter, latest or last.

Dry, drier, driest. Gay, gayer, gayest.

	<i>Past Tense.</i>	<i>Past Participle.</i>
(c) Ring	rang	rung
Stick	stuck	stuck
Melt	melted	melted or molten
Saw	sawed	sawn

IV. See *Gram.* p. 110.

V. (a) (1) Admission was refused him by them.

(2) I will not be touched by you.

(3) The enemy was attacked by them after they had crossed the bridge.

(b) (1) They laughed at him.

(2) Rama never wrote these letters.

(3) This kindness saved me much trouble.

VI. (a) The moon rose at twelve o'clock in the night.

(b) The boat was tied by a sailor with a rope.

(c) He went on talking till he was quite tired.

(d) He walked with a cane lest he should stumble.

VII. (a) Laughter, bliss or blessing, choice, trial.

(b) Blacken, embitter, gild, glaze.

(c) Feathery, warlike, silken or silk, stormy.

(d) Ahead, piecemeal, poorly, loud, loudly, or aloud.

VIII. (i.) I begged my friend to lend me his book.

(ii.) He asked me why I struck him.

(iii.) He admitted with regret that he had been very foolish.

(iv.) The beggar prayed, "May God bless me!"

(v.) "You can do me this favour if you like," said Rama to Gopal.

IX. (a) I am the man who seeks to help thee in distress.

The verb must be in the *Third*, and not in the First person, because a Relative pronoun agrees in person with the antecedent that is nearest to it. (*Gram.* p. 165.)

(b) I finished my letter last evening.

The verb must be in the *Past*, and not in the Present Perfect tense, because the phrase "last evening" excludes all reference to Present time. (*Gram.* p. 78.)

(c) Your composition is more perfect than mine.

After the Comparative degree *than* must be used, and not *from*. (*Gram.* p. 48, Note 2.)

(d) *Hace* James and you decided on going away ?

The verb must be in the Plural number, because it has two subjects connected by "*and*." (*Gram.* p. 166.)

(e) The students were taught that the earth *moves* round the sun.

Here the verb must be in the Present tense, because the fact of the earth's motion round the sun is a universal one, and therefore the tense is not put into Past time, even though the Principal verb is the Past tense. (*Gram.* p. 178.)

- X. (i.) A. While the vessel lay in the harbour *Adv.-clause to B.*
 B. The master of another English ship came on board *Princ. clause.*
 C. And to him they confided their secret, telling him *Co-ord. to B.*
 D. That they would not sell their Turkish prisoners *Noun-clause to C.*
 E. But (that they would) land them on some part of the African coast *Co-ord. to D.*
 F. If (it were) possible (to land them) *Adv.-clause to E.*
- (ii.) A. The companions ran off *Princ. clause.*
 B. But everything being soon quiet again, they returned to their repast *Co-ord. to A.*
 C. When once more the door opened *Co-ord. to B.*
 D. And the master of the house came in with a great bounce, followed by his little terrier dog. *Co-ord. to C.*
 E. Who ran sniffing with great eagerness to the very spot *Co-ord. to D.*
 F. Where our friend had just been seated *Adj.-clause to E.*
- (iii.) A. Although no boy appeared *Adv.-clause to C.*
 B. And (although) Shakabak observed neither basin nor water *Co-ord. to A.*
 C. The Barmecide nevertheless began to rub his hands *Princ. clause.*
 D. As (he would rub them) *Adv.-clause to C.*
 E. If some one held the water for him *Adv.-clause to D.*
 F. And while he was doing this *Adv.-clause to G.*
 G. He urged Shakabak to do the same *Co-ord. to C.*

Clause.	Con- nective.	I. Sub- ject.	II. Attri- butive Adjunct.	III. PREDICATE.			IV. Adver- bial Adjunct.
				Verb.	Object.	Comple- ment.	
(1) A.	While	the vessel	..	lay	..	..	in the harbour,
B.	..	the master	of another English ship	came	..	..	on board.
C.	and	they	..	confided	their secret	..	to him,
D.	that	they	..	would not sell	their Turkish prisoners,	..	..
E.	but	(they)	..	would land	them	..	on some part of the African coast
F.	if	(it, to land them)	..	(were)	..	possible.	..
(2) A.	..	The companions	..	ran off ;	..	..	..
B.	but	they	..	returned	..	..	(1) to their repast, (2) every-thing being soon quiet again, once more,
C.	when	the door	..	opened	..	..	..
D.	and	the master	(1) of the house, (2) followed by his little terrier dog,	came in	..	..	with a great bounce,
E.	who	(who)	..	ran	..	..	(1) sniffing with great eagerness (2) to the very spot, just.
F.	where	friend	our	had been seated	..	..	..
(3) A.	Al-though and (al-though)	boy	no	appeared,	..	..	..
B.	..	Shakabak	..	observed	neither basin nor water,	..	..
C.	never-theless	the Barmecide (he)	..	began	to rub his hands,	..	..
D.	as	..	..	(would rub)	(them)	..	..
E.	if	some one	..	held	the water	..	for him,
F.	and while	he	..	was doing	this,	..	..
G.	..	he	..	urged	Shakabak	to do the same.	..

XIII.

1. He has discovered *some* mistakes.
2. He has not discovered *any* mistakes.
3. He has *not* discovered *any* mistakes ; or, He has discovered *no* mistakes.
4. *A little* learning is better than nothing.
5. I am sorry that you have *little* learning.
6. He was glad to have *a few* books.
7. He was sorry to have *few* rupees.
8. She *refused* to hear me.
9. Why *do* you *not* speak the truth ?
10. He *called* me a fool.
11. I have come, sir, to get a certificate *from* you.
12. I *went* to the village this morning.
13. I have been here for the last three years.
14. Sohan, your master, is *very* angry *with* you.
15. You *have been* absent *for* the last five days.
16. Where is your house ?
17. Mohan is a *great* dunce.
18. Mohan is making a noise.
19. Trilochan is *one of the* best boys in his class.
20. I met Rama *to-day* in the city.
21. I saw the man *who* he said had praised him.
22. He *has been* attending the office since the end of last month.
23. My brother is a student in the Lucknow College.
24. Here is *a* book for you.
25. He gave me many *words of* abuse.
26. He died *of* thirst.
27. He asked me *for* my address.
28. The clock has struck *two*.
29. Give the boys *one* orange *each*.
30. He *has* failed in the examination *twice*.
31. *All these* questions are easy.
32. I am *very* sorry to hear *this* news.
33. Why *have* you not brought my book ?
34. I have *no* brothers.
35. My sister has been sick *of* fever for a long time *past*.
36. He who told you that I *had* failed is a fool.
37. I am *very* glad to see you.
38. I feel unwell this morning.
39. Be *so good as* to see my certificates, sir.
40. Unless you *try*, you will not succeed ; or, *If* you do *not* try, you will not succeed.
41. He asked me *whether* I *knew* him.
42. He ordered my dismissal.
43. I am *much* surprised at the news.
44. The visitors went away *by degrees*.
45. Why *did* he tell you that falsehood ?
46. Sir, I have something to ask *of* you.
47. I saw you *to-day* in school.
48. Why *do* you not come to school *nowadays* ?
49. Make *room* for me.

50. My brother has been sick *for the last* four days.
51. He is *as* tall as you.
52. He is taller *than* I.
53. I am *very* glad to see you.
54. *Will* you not come to my house to-morrow?
55. He *will* be very tired after that long walk.
56. Climb up the wall *of the house*.
57. He had a bag *of rice*.
58. Leave off such *acts of stupidity*.
59. The *swine* are lying down.
60. He gave me a *ten-rupee* note.
61. I have a dozen sheep.
62. A clock is *a* useful thing.
63. They all helped *one another*.
64. He is more clever than all the *other* boys of his class.
65. This man is senior *to* that.
66. He wrote a *very good* book.
67. He always practised *justice*.
68. *The* justice of that man is well known.
69. You are not *a* justice of the High Court.
70. You are almost *a* Shakspeare in cleverness.
71. Your horse and *mine* are both lame.
72. Bring me *my* hat. I am bringing *it*.
73. One must mind *one's* own business.
74. We shall be glad to get good news *of you*.
75. James *and I* will soon be there.
76. I have a knife. Do you want *it*?
77. Look at the ape, *which* is climbing up a tree.
78. This is the same mistake *that* you made before.
79. You *will* sleep well, if you are tired.
80. I *have* not yet *finished* the work.
81. I *have* lived here for the last three years.
82. The rain *ceased* yesterday.
83. I *sent* notice in December last.
84. The doctor came to see the patient who *had* long *been* ill.
85. Bring me a chair to sit *on*.
86. He is the candidate, *who* failed last year.
87. I was pleased at *his* returning so soon.
88. We should refrain *from doing* evil.
89. Bad water is *very* unwholesome.
90. He is *certainly* very industrious.
91. I will inform your father.
92. This work must be done *by* four o'clock.
93. The school will re-open *in* a week.
94. The book was written *with* a steel pen.
95. *So long as* you stop here, you will find no time for work.
96. No sooner had he *entered* the room, than the clock struck twelve.
97. He started early *that* he might not be late.
98. *If* you have no objection, I will leave this house to-morrow.

By J. C. NESFIELD, M.A.

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